



# Alumni Association Life Membership

Life Memberships in the Alumni Association of the State Teachers College of Indiana, Pennsylvania, are now available as follows: For those graduating between the years

1940 and 1950	—	\$40.00
1930 and 1939	—	35.00
1920 and 1929	—	30.00
1910 and 1919	—	25.00
1909 or before	—	20.00

Life Members shall receive all alumni publications without cost. Alumni units shall honor Life Memberships but each unit may decide on local unit dues for Life Members. Life Membership fees shall become a part of the General Alumni Fund. The Association plans an alumni bulletin, the first issue in December, 1949; the second in May, 1950, and at least two bulletins each year thereafter until funds permit an alumni quarterly.

I hereby apply for a Life Membership in the Alumni Association of the State Teachers College of Indiana, Pennsylvania, and enclose my check for \$....., the membership assessment. Write check to Alumni Association, State Teachers College, Indiana, Pennsylvania.

My Name .....

Permanent Mailing Address .....

Graduated ..... If now married, name at graduation .....  
Year

Return to:

Mary L. Esch, Executive Secretary  
General Alumni Association  
State Teachers College  
Indiana, Pennsylvania

# *Alumni News Bulletin*


1950



*History of*

**INDIANA**

*State Teachers College  
Indiana, Pennsylvania*



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# ALUMNI BULLETIN

Volume I.

May 1950

Number 2

## A HISTORY OF THE COLLEGE

Prepared under the direction of

Ralph E. Heiges

State Teachers College

Indiana, Pennsylvania

Issued semi-annually in December and May by the General  
Alumni Association of the State Teachers College  
at Indiana, Pennsylvania



#### A FRIEND OF STUDENTS AND ALUMNI

For more than three decades every student who has attended the State Teachers College at Indiana has been served by the Office of the Registrar, directed by Mary L. Esch as Registrar. She is one of the key figures in Alumni organization matters, as Treasurer and Executive Secretary of the General Alumni Association. To many people, a word from Indiana State Teachers College means a word from Mary L. Esch,



## FOREWORD

In this year of 1950 it is well for us to pause long enough to recount past events and bring to mind devoted individuals. The greatness, the stability and service of an institution are the reflections of persons which have served it and the loyalties of those who have been touched by it. The Indiana State Teachers College illustrates the truth of this.

The Seventy-fifth Anniversary Committee under the direction of Mrs. Carrie Belle Norton urged that a history be prepared and the Alumni Association under the presidency of Mrs. Flossie Wagner Sanford generously arose to sponsor the project. Undoubtedly there are many ways in which the material could have been organized, and surely the story might have been extended. Time and other limitations necessitated a distillation and it is hoped that the essence will be a breath from your younger days.

It should be the duty of each alumnus to deposit with the Library of the College any historical data, publications and memorabilia to enhance the value of some future Indiana Story. I must express my thanks to all those who contributed as shown on the following pages. To Dr. M. J. Walsh, who through previous study and additional research assisted me greatly, goes a particular word. The omissions, the shortcomings belong to the editor.

Ralph E. Heiges

OUTLINE OF THE HISTORY OF THE COLLEGE

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Foreword—Ralph E. Heiges .....	3
Origin and Early Days—M. J. Walsh .....	5
The Board of Trustees—Willis E. Pratt .....	14
The Administrative Organization—Ralph E. Heiges .....	18
Growth of the Physical Plant—William Schuster .....	22
Changes in Curricula—M. J. Walsh .....	24
Departments and Teaching Personnel	
Art—Orval Kipp .....	26
Business—G. G. Hill .....	28
Education—Ralph B. Beard .....	30
English—Rhodes R. Stabley .....	32
Foreign Languages—Edward W. Bieghler .....	35
Geography—L. C. Davis .....	37
Health and Physical Education—George P. Miller .....	39
Home Economics—Opal T. Rhodes .....	41
Library—Robert T. Grazier .....	43
Mathematics—Joy E. Mahachek .....	46
Music—Clel T. Silvey .....	48
Science—Dwight Sollberger .....	51
Social Studies—Walter M. Whitmyre .....	53
Model School, Training School, Keith School—John E. Davis .....	56
Athletics—George P. Miller .....	59
Publications—Arthur F. Nicholson .....	63
The Alumni and the Alumni Association—Mary L. Esch .....	67
The Future—Willis E. Pratt .....	74
Tables—Enrollments and Graduates—1875-1950—Mary L. Esch	77



## ORIGIN AND EARLY DAYS

M. J. Walsh, Dean of Instruction (1927-1942)

The preparation of teachers for the Commonwealth of Pennsylvania has been a long and laborious development. Before the passage of the Public School Act of 1834 there were no requirements for teachers except as each institution, church, or local group set them up for its own teachers. Under the Act of 1834 School Inspectors, appointed for each district by the Court of Quarter Sessions, examined prospective teachers and issued certificates to those whom they considered qualified. Later, this control of certification was given to the County Superintendents.

In the meantime, various efforts had been made to give prospective teachers some preparation for their work. The University of Pennsylvania, begun as an Academy in 1749, was designed partially as a school for teachers. In 1799 The Westtown Boarding School, established by the Quakers, had the preparation of teachers as one of its objects. This school prepared young people of both sexes for teaching and probably was the first school in the State to do this.

Several other colleges were making some attempts to prepare teachers when, in 1831 the state made the first appropriation for the purpose to Washington College on condition "that the trustees shall cause that there be instructed, annually, gratis, twenty students in the elementary branches of education, in a manner best calculated to qualify them to teach common English schools." Other schools were granted appropriations for this purpose but some undertook to prepare teachers without aid from the State. The most elaborate of these attempts was that of Lafayette College. In 1834, the President, Dr. George Junkin, wrote a letter to Senator Samuel Breck urging the plan "of establishing in the existing colleges of our state, model schools and a teachers' course." Breck was too busy on his own bill for the creation of a common school system to more than approve the plans of President Junkin, which were far in advance of anything previously suggested for teacher education. Lafayette tried this advanced program including a Model School "to be kept full of school children from the neighborhood, in every respect such as is desirable to see established in every district of the State. . . which school be a model in its building, its fixtures, desks, books, apparatus, rules and regulations and mode of management." (1) Other provisions of the plan were equally progressive. The prospective teacher was to be on the same footing

(1) Wickersham, History of Education in Pennsylvania, P. 609

as other students, attend the same classes and in addition "spend a part of every day in the common school, as a spectator and occasionally as an assistant." (2) In 1838 a Model School was built and at the dedication Dr. Junkin delivered an address "in commemoration of the founding of the first Model School for the training of Primary School Teachers in Pennsylvania." (3) This progressive movement, however, was not a success. There was not enough demand for prepared teachers, so the project was given up; but many of its progressive features were revived in later teacher-preparation programs.

Every State Superintendent, from Burrowes, in 1836, to Curtin, in 1857, advocated some plan for educating prospective teachers. In 1838 Burrowes changed from advocating the preparation of teachers in existing Colleges to urging the establishment of separate free State institutions for that purpose. He thought two such schools, one in the eastern and one in the western part of the State would be sufficient for the time and others could be added later.

The demands for such schools were continued but it was not until 1853 that a bill was prepared for the establishment of schools for teachers. This bill was not acted on but in 1854 the bill was again presented but the parts providing for the creation of two schools for the training of teachers were dropped from the bill. During this period there was much discussion in regard to teacher education centering particularly around the problem of control of schools for this purpose. On one side were the advocates of state-owned and controlled schools and on the other those who desired privately-owned and controlled schools. (4) The latter seemed to be winning out as Burrowes, who had written the provisions in the bill of 1853 and 1854 for two State-owned schools, announced in 1856 that he had reached the conclusion that "Normal Schools, like other professional institutions, ought not to be established by and at the expense of the State, and should be no further controlled by the State than is necessary to give value and authority to their diplomas." State Superintendent Curtin who had urged distinctive State Normal Schools in 1855, also changed his ideas and in 1856 advocated "a combination of the best elements of the State and the private school." In accordance with these views a bill was prepared by Burrowes. He was doubtless influenced by a letter sent by Benjamin Bannan, a prominent citizen of Pottsville, to Governor Pollock, suggesting the division of the State into twelve to fifteen districts and

(2) Ibid.

(3) Ibid.

(4) For a more complete discussion of this background, see Walsh, *History and Organization of Education in Pennsylvania*. pp. 313-322.

establishing a Normal School in each, partly at State and partly at private expense. This letter and the changes in attitude of Burrowes and State Superintendent Curtin led to the preparation of a bill in 1857 quite different from those presented earlier. Dr. Thomas H. Burrowes wrote the bill and it is interesting to note that it was presented to the Senate by Titian J. Coffey, Senator from Indiana and Chairman of the Committee on Education. It finally passed both houses and was signed by the Governor. For an interesting account of the passage of the bill by Dr. Nathan Schaffer, see Walsh, "History and Organization of Education in Pennsylvania". The leading provisions of the bill were:

1. The division of the State into 12 districts for Normal Schools.
2. A Normal School to be established in each district by private individuals or corporations.
3. The principal requisites for a Normal School were: at least ten acres of ground; buildings large enough to accomodate three hundred students; a hall with a capacity of a thousand persons; rooms for libraries; at least six professors of liberal education; a model school with accommodation for one hundred pupils.
4. The course of study and requirements for admission to be fixed by the several principals, the course of study to include the theory and practice of teaching.
5. One student to be admitted, annually, from each common school district within the Normal School district, at a cost for tuition of twenty dollars a year.
6. Practical teachers to be admitted for a month or longer at a cost of two dollars per month.
7. Examinations for graduation to be conducted by a board of principals and the certificates granted to be permanent licenses to teach.
8. The State Superintendent to approve the regulations for the government of the schools and the course of study adopted.
9. No inducement in money from the State at any time was held out. The prestige of being connected with the State and the authority to grant teaching certificates to graduates were considered sufficient.

During the discussion of the measure the Pennsylvania School Journal in its issue of May 1857, gave a careful analysis of the bill and the reasons for its passage. The desirable features were that it would be **self-adapting, efficient, expansive, beneficently stimulative, equalizing in its operation and Pennsylvanian**. In answer to the charge that the State had been backward in its preparation of teachers this writer said.

If the bill becomes a law and goes into full operation, this will be another of those instances in which the cautious and prudent policy of our State will have obtained an advantage over her more rapid and impulsive sisters. Hers will be the honor of originating it, and of simplifying a department of common school operations which has always been one of difficulty in the commencement and of complication in operation. She will thus, merely by a prudent and well-timed arrangement of the voluntary agents at her disposal, have avoided a great expense, solved an embarrassing educational problem, and effected an object of the highest importance.—If the plan succeed, ten years will place her at the head of the Normal School States.

This optimistic prophecy was not fulfilled but the article emphasizes the fact that the schools were not to be State institutions.

In accordance with this Act, Normal Schools were established in this order: Millersville, 1859; Edinboro, 1861; Mansfield, 1862; Kutztown, 1866; Bloomsburg, 1869; West Chester, 1871. The citizens of Cumberland County had been trying for several years to secure a Normal School for the seventh Normal School district. Finally a charter was obtained and the corner stone laid at Shippensburg in 1871 and two years later the school was approved by the State. In the meantime the Legislature had made a special appropriation of fifteen thousand dollars to aid the school. This was the first actual appropriation of money for aid in establishing a Normal School. About the same time those interested in establishing the "South Western Normal School" at California were having difficulty in raising money unless there was assurance that the school would be accepted by the State so in 1869 application was made to the Legislature for assistance and that same year an act was passed appropriating five thousand dollars to the South Western Normal School when it should receive the approval of the State Superintendent as meeting the requirements of a State Normal School and a like amount each succeeding year by meeting certain requirements. This approval was secured and California became the eighth State Normal School in 1874. This act marked an important change in the policy of the State and later schools were built under the stimulus of laws guaranteeing both State recognition and State financial support.

**Indiana State Normal School.** Interest in a State Normal School at Indiana began with discussions at teacher meetings and among citizens as early as 1869. In 1870 a meeting was held in the office of County Superintendent J. T. Gibson. Present were John Sutton, A. W. Wilson, Silas M. Clark, Harry White, John H. Lichteberger, Prof. McCreery, principal of the Indiana Schools, and Superintendent J. T. Gibson. They organized the Normal School Association and elected John Sutton president, Silas Clark, vice-president, and J. T. Gibson, secretary. Caldwell's "History of Indiana County" says that many meetings were held during the winter of 1870-1871 and about \$40,000.00 was pledged, but Wickersham says that the first money, about eighteen or twenty thousand dollars, was raised in 1869 but that the matter was dropped there. At any rate the real beginning came with an Act of the Legislature in 1871, largely through the efforts of Harry White, Senator from this district, granting aid to the proposed Normal School when it should be approved by the State. On the strength of this assurance additional pledges were secured, land was purchased west of town and in the spring of 1873 the architect's plans, drawn up by Mr. J.



W. Drum of Pittsburgh, were approved and a contract for a building was let for \$180,000.

**Official Acceptance By The Commonwealth.** The preliminary steps having been worked out, presumably in harmony with the State Superintendent, a formal application was made early in May, 1875, to State Superintendent J. P. Wickersham, who promptly appointed a committee with instruction to meet at Indiana on May 21 for the formal examination and inspection of all matters pertaining to the approval or rejection of the application. This committee, with the exception of Ex-Governor A. G. Curtin, met, and at the dedicatory exercises on the afternoon of May 21 formally approved the application. This was the first big day of the new institution. A distinguished audience of a thousand citizens of Indiana and neighboring counties assembled to view the beautiful structure and hear the report of the committee appointed to determine its fitness for acceptance by the State.

An interesting account of this historic occasion appeared in the "Pittsburgh Commercial" of May 22, 1875. A considerable part of this account was reprinted in the July, 1875, issue of the "Pennsylvania School Journal," which also contains the proclamation of State Superintendent Wickersham and the application of the trustees for approval by the State.

The high spots in this gala day were the report of the committee unanimously recommending the acceptance of the institution as the State Normal School of the Ninth Normal School District of Pennsylvania and the speech of State Superintendent Wickersham in which he repeated a statement he had previously made to the state legislature to the effect that the building at Indiana was the finest normal school building in the United States. The report of Mr. John Sutton, President of the Board of Trustees, showed an indebtedness of \$55,000, but this probably took into account pledges made but not yet paid, as another report spoke of \$62,000 having been subscribed and \$25,000 received from the State against an expenditure of nearly \$200,000 for grounds, buildings, and equipment, which would leave a deficit of about twice the amount indicated.

Membership and activities of the Board of Trustees are given in more detail in the next section of this publication.

**The Early Catalogues.** The first catalogue probably appeared in the summer of 1875. It was carefully prepared and served as a model for many years. The fly leaf contained a picture of the building, a truly magnificent school structure for that period. The plans of the first and second floors occupied two pages, and these form an interesting starting point for anyone who may

wish to trace the uses to which various parts of this historic building have been put during the seventy-five years since its construction. The names of the members of the board of trustees, the faculty, and the students appear. It is interesting to note that the names of the men and women students are listed separately in each group, the names of the "gentlemen" appearing first, followed by those of the "ladies," while the totals are designated as "males" and "females."

An outline was given of each of the three courses, The Elementary, The Scientific, and The Classical, provided by the Normal School Law. A description of the Model School Course was followed by several pages of general information covering such items as "Objects of the Institution"; "Location, Building, etc."; "Terms of Admission"; "Government"; "Association of the Sexes"; "Religious Services"; "Furniture of Rooms"; "Expenses"; "Examinations"; "Diplomas"; and "General Regulations."

As practically the same heading appeared in the catalogues for several years, a few of the more interesting points will be mentioned briefly. Under "Objects of the Institution," the opening sentences stated:

"The purpose for which this School is founded is pre-eminently the education and training of Teachers. To this end it will be our aim to impart instruction in all the various branches of study, in such a way as to illustrate by example the best methods of teaching; feeling assured that there is no more effectual means of making all our pupils skillful teachers, than by keeping constantly before them examples of such skill."

There followed a brief discussion of the Model School and the fact that members of the advanced classes would have the opportunity of teaching in this school under expert supervision. Then followed this paragraph:

"But believing that the best methods of instruction for teachers, are also the best methods to be adopted in giving to all pupils clear conceptions and thorough knowledge of whatever branches of study they may wish to pursue, the Institution is open to all of proper age, whether they have teaching in view or not. We feel confident that there are no better opportunities to obtain a general business, and scientific, and liberal education, or to pursue studies preparatory to those that are strictly professional, than will be afforded at this Institution."

Thus were clearly stated the twofold purpose of the school, to prepare teachers and to give a general education. As a matter of fact, another function was soon added, and the school fulfilled three purposes, namely, preparing teachers, furnishing a college preparatory course, and providing a "finishing school" education for those who did not desire either of the other types. These three functions were continued for nearly fifty years, in fact, until after the insti-



tution was taken over by the State in 1920 and its whole energy gradually turned to the preparation of teachers.

In the discussion of "Location, Buildings, etc," every catalogue for years carried in striking captions "Warmed by Steam and Lighted by Gas, throughout," along with Superintendent Wickersham's statement that it was **"The best building of the kind in the United States."** Before we smile at such seeming boasting, we need only to compare it with other educational institutions of that period to realize that the courage, enthusiasm, and farsighted zeal of the founders of Indiana had given it a tremendous start by providing, before a student was enrolled, a magnificent structure that was at once a triumph of architectural beauty and a challenge to those placed in charge of its instructional life to produce an educational program worthy of the setting. It has ever been, and still can be, the proud boast of those who have labored at Indiana that through all the changing years, with their days of plenty and of poverty, the moral, social, and intellectual standards of the school have been maintained at the high level set by the founders in the first building dedicated to the cause of education on this campus.

Under "Terms of Admission," the first requisite was "good moral character." Those entering the Normal Department must be fourteen years of age, and if from another "Institution," they must bring a certificate of honorable dismissal. In the discussion under "Government," one sentence gives the keynote of the idea of the early leaders: "But we assume, in the outset, that all who come to this Institution, come with good and honest intent: and all are treated as worthy of confidence, affection, and respect, until they prove themselves otherwise." This attitude has always been maintained.

The discussion under "Association of the Sexes" will bring smiles to the student of today. But we must remember that the idea of coeducation was then by no means universally accepted. One has but to read the current literature of that period to know that there was bitter opposition to the idea of girls seeking equal educational opportunity with men, and more emphatically against the idea of the two sexes being educated together. Even the high schools which existed in the larger cities were usually for either boys or girls, not for both. It is not strange, then, that the first catalogue of this new venture in coeducation should contain the following paragraphs:

"Our purpose is to make the Indiana State Normal School, in all respects, a well-regulated home for all who attend it; in which they may become familiar with the usages of the best society. But while there are very great advantages that arise from the proper coeducation of the sexes, special precautions are necessary to guard against all possible evil or scandal. Hence the following regulations which will commend themselves to all as necessary and wise:

"Students shall not correspond, walk, or ride with those of the opposite sex; or meet in the reception room, parlor or elsewhere, except by special permission from the PRINCIPAL and PRECEPTRESS. Ladies and gentlemen are also expressly forbidden entering the halls appropriated to each other's respective departments without permission. They are on no condition allowed to visit each other's private rooms, except in case of severe sickness, and then only in company with the Principal or Preceptress."

This heading, followed by almost the same statements in varying forms, remained until the catalogue of 1884-1885, when the caption was changed to "Association of Ladies and Gentlemen," but the content remained the same. This heading and discussion of the sexes appeared for the last time in the catalogue of 1888-1889.

Religion has always been a matter of first concern at Indiana. It is significant that the first and every succeeding catalogue has contained a discussion of the religious influences at this school.

**Diplomas.** A student graduating from any of the courses, Elementary, Scientific, or Classical, received a diploma and had conferred on him the degree of Bachelor of the Elements, Bachelor of the Sciences, or Bachelor of the Classics, according to the course in which he graduated. The next paragraph gave the requirements for an advanced degree:

"A regular graduate, who has continued his studies for two years, and has practiced his profession during two full annual terms in the common Schools of the State, may receive, upon presenting to the Faculty and Board of Examiners a certificate of good moral character and skill in the Art of Teaching, from the Board or Boards of Directors by whom he was employed, countersigned by the proper County Superintendent, a second diploma, constituting him a Master in the course in which he graduated, and conferring one of the following corresponding degrees; MASTER OF THE ELEMENTS, MASTER OF THE SCIENCES, MASTER OF THE CLASSICS."

In 1878 the Classical Course was dropped as a separate course, and students in the Scientific Course could substitute Greek, Latin, French, or German for the mathematics previously required in the Scientific Course.

If we are inclined to scoff at these degrees and the requirements for them, we must remember that many of the high schools existing at that time granted bachelor degrees, and that for many years thereafter the Philadelphia High School granted the same degrees as did the University of Pennsylvania. Many small colleges were also granting degrees on standards lower than the Normal School.

**General Regulations.** In a list of twenty "regulations" found in the third and many subsequent catalogues the following may be of interest to present-day readers. The numbers of the original paragraphs are retained:

"1. All students, except such as reside in town, are required to board in the Institution buildings, except by special permission from the Principal to do otherwise."

"2. All wrestling, running, scuffling, or other rude and boisterous noises, are expressly forbidden at any time, in any part of the Institution buildings."

"3. Students are required to sweep their own rooms daily, previous to the sweeping of the halls in the morning; and are not allowed to sweep the dust into the halls at any other time."

"4. No student shall throw water, dirt or anything offensive or dangerous from the doors or windows of the building at any time."

"5. No student is allowed to keep carbon oil, camphine, or burning fluid of any kind in the building; and all lights are required to be extinguished at ten o'clock in the evening, except in the case of sickness."

"11. Students are required to be in their own rooms during study hours, unless occupied in recitation, or leave of absence is granted by the teacher in charge. And all loud talking, singing, playing on musical instruments, or other noises that interfere with study, are forbidden."

"12. The use of tobacco, in any form, is strictly prohibited in the buildings, or upon the grounds of the Institution."

"15. No student rooming in the building, will, under any circumstances, be allowed to be out of the building after ten o'clock at night, unless previous permission has been obtained from the Principal, in which case a night key will be furnished by the Steward."

"16. Students are allowed to walk for exercise in the vicinity of the school during recreation hours, but no one will otherwise absent himself without permission from the Principal."

"18. Students are not allowed to receive or entertain visitors on the Sabbath Day."

"19. Students are earnestly requested to wear slippers in the building."

The catalogue of 1881-1882, in a series of suggestions to students, offers the following advice:

### "BOXES OF CAKE AND OTHER FANCY EATABLES.

"These can only work injury, and students are earnestly advised to make no arrangement for having them sent.

"Successful brain work demands a vigorous and healthy digestion. Such a digestion demands plain food, eaten at proper times, and at no other time. Improper food, or food eaten at improper times, is the source of a very large proportion of all the headaches, and of those slight ailments which subtract so seriously from the success of many students.

"Here we would sound a note of alarm, not only in the ears of students, but in those of parents as well, and we entreat you, as you value the health and true success of those that you entrust to our care, that you discountenance what is so fraught with evil."

These statements were repeated in several succeeding catalogues, and there were few outstanding changes in the catalogues for the first twenty-five years. The points discussed above were carried from year to year, as well as many others not of particular interest now, such as the yearly calendar, lists of text books, committees of the Board of Trustees, lists of faculty members, courses of instruction, and other routine announcements.

# THE BOARD OF TRUSTEES

Willis E. Pratt, President

**The First Trustees.** At the time of the founding of the Indiana Normal School in 1875 the Board of Trustees was comprised of eighteen members, twelve of whom were elected by the stockholders and six of whom were appointed by the Superintendent of Public Instruction. No doubt those elected by the stockholders had helped to raise the funds which were used as part payment for the twelve acres of land which was the original campus and for the first building. Those elected by the stockholders, all residents of Indiana, were: George S. Christy, Silas M. Clark, James R. Daugherty, William B. Hildebrand, George R. Lewis, Irwin McFarland, William B. Marshall, Daniel S. Porter, Joseph R. Smith, Alex M. Stewart, John Sutton, and Andrew W. Wilson.

Trustees appointed by the Superintendent of Public Instruction were: James C. Clark, Greensburg; Thomas F. Gallaher, New Alexandria; E. S. Golden, Kittanning; S. M. Jackson, Apollo; Daniel S. Morrill, Johnstown; and John K. Thompson, Brady, Indiana County.

Beginning in 1877 trustees were elected for three year terms. Each year terms of four of the trustees representing the stockholders and three representing the State expired. This established a continuing board although trustees often were reappointed and many served until death. The death of board members frequently was noted in the early catalogs, and among others we find the following:

## IN MEMORIAM

John Sutton, Esquire, President of the Board of Trustees of the Indiana Normal School of Pennsylvania, from the time of its first organization, died on Saturday, the 9th day of June 1877.

Mr. Sutton devoted himself actively to the establishment of this institution, contributing to it liberally of his private estate, and largely of his valuable time.

As long as the Indiana Normal School of Pennsylvania exists, John Sutton will be remembered as one of its founders—as one of its first and best friends.

**Officers of the Early Boards.** The officers of the first Board of Trustees included the President, John Sutton; a Secretary, Silas M. Clark; and a Treasurer, Peter Sutton. On the death of John Sutton in 1877, Silas M. Clark was named President of the Board of Trustees; William Hildebrand, Secretary; and John W. Sutton, Treasurer. Thomas Sutton became Treasurer in 1878, and



the next year James M. Watt was named Treasurer, serving until 1906, at which time Harry White, Jr. was appointed. Thomas Sutton became Vice President in 1882 and served in this capacity with President Silas M. Clark and A. W. Wilson. On the death of A. W. Wilson in 1897, Thomas Sutton became President of the Board of Trustees and served until 1936. J. Wood Clark, who had been appointed to the Board of Trustees in 1892, became Secretary and served until 1935.

It is interesting to note that the first building was named John Sutton Hall in honor of the first President of the Board of Trustees; that Clark Hall was so named honoring the second President; Wilson Hall, for the third President; and Thomas Sutton Hall, for the fourth President. John S. Fisher, for whom the auditorium was recently named, served as a member of the Board of Trustees for a period of twenty-four years including nine years as Vice President.

**Change in Policy.** In 1908 State representation on the Board of Trustees was increased from six to nine members, a number equal to that representing the stockholders. Each of these trustees served for a three year term. This plan was continued until 1920 when ownership and control of the Normal School was assumed by the Commonwealth of Pennsylvania. In that year Mrs. Edith Smith Feit and Mrs. Mabel Waller Mack, daughter of former Principal, Dr. David Jewett Waller, were appointed to the Board and the following seven members from the existing Board were reappointed: William S. Daugherty, John S. Fisher, Sumners M. Jack, Judge J. N. Langham, A. Ralph Moorhead, John A. Scott, and Thomas Sutton. This was the first time that women were to serve as members of the Board of Trustees, but since that time they have always had representation. Other women who have served as members of the Board of Trustees include: Mrs. Isabel Eastment Sutton, Mrs. Cora Myers Fee, Mrs. Jennie St. Clair Reed, and Mrs. Edna Bell Pierce.

**Duties.** The specific duties of the early Board of Trustees for the Indiana Normal School probably were not clearly defined. It was their responsibility to select the first principal and to fill this position when a vacancy occurred. Board meetings were held at regular intervals and special meetings were called whenever a building program or other business made a meeting necessary. The Administrative Code for the Commonwealth of Pennsylvania which became effective June 1, 1929, during the administration of Governor John S. Fisher, states that the Boards of Trustees of the several State Teachers Colleges shall have general direction and control of the property and management of their respective insti-

tutions. A Board of Trustees shall have the power, and its duties shall be:

- (a) Subject to the approval of the Governor, to elect a president, principal, or superintendent, of the institution, who shall, subject to the authority of the Board, administer the institution, and, if deemed advisable, a business manager;
- (b) On nomination by the president, principal, or superintendent, from time to time, to appoint such officers and employees as may be necessary;
- (c) To fix the salaries of its employes in conformity with the standards established by the Executive Board;
- (d) Subject to the approval of the Superintendent of Public Instruction, to make such by-laws, rules, and regulations for the management of the institution as it may deem advisable.

**Personnel.** During the seventy-five years of the existence of the college only about one hundred different persons served as members of the Board of Trustees. On several occasions a son was appointed to fill the vacancy caused by the death of his father. Thomas Sutton, son of the first President, John Sutton, had the longest term of service—a period of fifty-six years. Other trustees with ten or more years of service may be grouped as follows:

**Over 40 Years.** J. Wood Clark, William Daugherty, S. M. Jack, John W. Sutton, Harry White.

**30 To 40 Years.** John P. Elkin, Alexander T. Moorhead, Jr., Edward Rowe.

**20 To 30 Years.** Griffith Ellis, John S. Fisher, T. E. Hildebrand, A. W. Kimmel, W. H. Mitchell, A. Ralph Moorhead, John A. Scott, Andrew W. Wilson, H. W. Wilson, James M. Watt, Treasurer, Harry White, Jr., Treasurer.

**10 To 20 Years.** Harry F. Carson, Silas M. Clark, James R. Daugherty, Cyrus W. Davis, A. C. Ehrenfeld, Mrs. Edith Smith Feit, J. M. Guthrie, J. N. Langham, W. R. Loughry, Mrs. Mabel Waller Mack, John W. Neff, William S. Owens, William M. Ruddock, Joseph R. Smith, S. J. Telford, J. C. Wallace, J. Dick Wilson, John St. Clair, Treasurer.

The interest of the community in the Normal School and the College can to some extent be measured by the prominent families who served as members of the Board of Trustees. The achievements of only a few are mentioned here. General Harry White, who was a member of the Pennsylvania Senate in 1863 and again from 1866 to 1874, helped write the charter creating the State Normal School at Indiana and exerted his influence in having it passed into law. It was also through his influence that the first State appropriation of \$20,000 was secured. He represented his district two terms in Congress and served as Judge of Indiana County Courts. Silas M. Clark was a Supreme Court Justice; John P. Elkin, an Associate Supreme Court Justice; J. N. Langham, Congressman and Judge of Indiana County Courts; S. J. Telford,



Judge of Indiana County Courts; J. Wood Clark, Clerk, District Court of Western Pennsylvania; S. M. Jack, Congressman; and John S. Fisher, State Banking Commissioner, member of State Committee on Constitutional Amendments & Revision, Governor of Pennsylvania. Others who served on the Board were attorneys, bankers, merchants, newspapermen, physicians, postmasters, and teachers.

**Present Board.** The personnel of the present Board of Trustees with the date each began his service is as follows: (In parentheses is the year of graduation of each member who is an alumnus.)

Harry F. Carson, President, Saltsburg, May 1939  
Retired banker

Mrs. Mabel Waller Mack, (1896), Vice President, Indiana, July 1944, Trustee October 1920 to March 1936

Cyrus W. Davis, Secretary, Conemaugh, May 1939  
County Commissioner Cambria County

Steele Clark, Cherry Tree, February 1943  
County Commissioner Indiana County

John W. Neff, Indiana, May 1939  
Field Representative, Mutual Benefit Insurance Company of Newark, New Jersey. Head of Music Department, Indiana State Teachers College 1925 to 1936

Dr. A. R. Pechan, Ford City, August 1947  
Dentist, State Senator

Mrs. Edna Bell Pierce, (1913), Indiana, December 1943  
Former teacher

Lieutenant Colonel William M. Ruddock, (1919), Indiana, May 1939, Attorney

Joseph Sheriff, (1912), Windber, December 1949  
Administrative Official, Berwyn White Coal Company

John St. Clair, Treasurer of Board, Indiana, May 1939  
Secretary-Treasurer, Farmers Bank and Trust Company  
Treasurer of Board February 1935 to May 1936

# THE ADMINISTRATIVE ORGANIZATION

**Ralph E. Heiges, Dean of Instruction**

The task of indicating all those who exercised positions of trust and authority appeared to be almost limitless as this study progressed. An attempt has been made to include those offices which have more particularly given direction to the development of the policies of the Normal School and then the College. The office of steward, dietician, treasurer, bursar, business manager and registrar might have been included. But this section has been confined to five positions, Principals and Presidents, Directors of the Model School and its successors, Deans of Women, Deans of Men and Deans of Instruction.

The Board of Trustees from 1875 to the present has had the task of selecting the head of the institution. Edmund B. Fairfield, the first Principal remained only one year. He was succeeded by David M. Sensenig, who had joined the original faculty as Professor of Mathematics. He was followed in 1878 by John H. French, who remained until 1881. The next Principal was Leonard H. Durling who held the position until 1888, when he was succeeded by Dr. Charles W. Deane.

**Principals and Presidents.** In 1893 Reverend David Jewett Waller became Principal and continued in that position until 1907, the longest period that the college has been under the direction of one man.

Dr. Waller had been Superintendent of Public Instruction for three years immediately preceding his service at Indiana. He was a scholarly, conservative and deeply religious man, so naturally the educational and social life of the school were kept at a high standard. The years of his leadership also saw the most cordial relations developed between the school and the people of the community.

In contrast to the quiet, scholarly, leadership of Dr. Waller, his successor, Doctor James E. Ament, was an enthusiast who loved the spectacular. This difference probably was nowhere more evident than in the changed type of catalog. Instead of a factual exposition of seventy-five pages, it now blossomed into a full-length, colorfully bound, fully-illustrated bulletin. In general, he was interested in making the school attractive, especially as a finishing school. Doctor Ament also sponsored the addition of several annexes to John Sutton Hall. Students of those days report him as being aloof but highly respected.

The arrival of Dr. John A. H. Keith as principal in 1918 provided another startling change. First and foremost, he was interested in bringing the Normal School to a strictly collegiate basis,

with four years of college work beyond high school. The Normal School Certificate at that time was granted on graduation and the Normal Diploma after two years of teaching. Doctor Keith was interested only in the professional preparation of teachers and consequently, classes in the Secondary Field were soon eliminated. Emphasis was placed in developing teachers for Art, Commerce, Home Economics, and Music. Well equipped faculty members were secured and it was no accident that Indiana was given the privilege of preparing teachers in these fields when full collegiate status was attained in 1927. Recognition of his contributions to the development of the Normal Schools into Colleges was made when he was invited to become State Superintendent of Public Instruction. Indiana benefited in curricula, faculty members, and equipment from Doctor Keith's administration.

In 1927, Doctor Charles R. Foster assumed the presidency of Indiana. Fortunately, he had a keen appreciation of administrative organization. He immediately organized the Administrative Council which held regular monthly meetings and through this group he controlled and influenced the work of the college. This tended to produce a unified college, eliminating unessential departmental differences. Probably there had not been for many years previous as congenial and cooperative atmosphere as existed during this period.

Dr. Samuel Fausold (1936-39) came to Indiana directly from the State Department of Public Instruction where he served as Deputy Superintendent. Previously he had been superintendent of schools in several western Pennsylvania communities. Dr. Fausold was particularly interested in the internal organization of the college, but ill health prevented him from remaining active. He lived in retirement until his death in September 1948.

Dr. Leroy A. King (1939-42) was called from the Department of Education at the University of Pennsylvania to assume leadership in 1939. Energy, enthusiasm and great plans for Indiana marked his administration. Overwork, climaxed with a series of high school commencement speeches, caused his sudden death on June 5, 1942.

World War II had already begun and the board chose Dr. Joseph M. Uhler to guide the college through the troubled times ahead. Enrolment fell to the depths; teachers resigned; and yet Dr. Uhler continued a calm, unhurried and steady course. He had an unflagging interest in maintaining the standards of the college particularly in the selection of adequately trained staff.

Upon his sudden death in August 1947, Dr. Ralph E. Heiges, Dean of Instruction, became Acting President and continued in that capacity until July 1, 1948.

Dr. Willis E. Pratt, after a wide experience as county superintendent, teacher, college president and head of the Department of

Education at the Pennsylvania State College, became president in 1948. His administration has been characterized by a genuine interest in student welfare and extensive improvements in the physical facilities of the college.

### **Directors of the Model School To Keith School.**

The position as head of the campus training school and director of student teaching has had various titles, Superintendent of the Model School, Principal of the Model School, Supervisor of Training School, Head of Training Department, Director of the Laboratory School and Student Teaching, and probably others.

The first person to hold this position was Mr. A. Henry Berlin, M.S., who was known as the Superintendent of the Model School. He was also professor of rhetoric. He was also a member of the Normal School faculty and taught vocal music. From 1894 to 1904 Mrs. Horace G. Carmalt (Alice M. Clarke) was teacher of methods and Principal of the Model School. Leaving Indiana, she went to Pittsburgh, where she taught in the University of Pittsburgh. She became a member of the Pittsburgh Board of Education and served in that capacity until her death.

Miss Jennie M. Ackerman assumed the position in 1904, after serving here as a critic teacher for two years. Miss Ackerman brought to the position wide experience, a keen judgment of student capacity, and the unusual ability of developing student personality and skill. She did much to develop and maintain high standards in student teaching requirements when they were treated very lightly in many teacher education institutions.

On Miss Ackerman's resignation in 1938, Dr. Richard Madden held the position for one year. Although his tenure was short, considerable planning for the new laboratory school was in his charge and his eight years as a teacher of psychology at the college expressed itself in his ability to handle people and he was well liked by his associates.

In September 1939, Dr. Joseph M. Uhler was appointed Director of Teacher Education and Placement and Mr. John E. Davis as Director of the Laboratory and Demonstration School. Upon the death of Dr. LeRoy A. King, President of the college, in 1942 Dr. Uhler became President and his placement and teacher training functions were combined with those already held by Mr. John E. Davis. Mr. Davis brought to the position a wide knowledge of the needs of the public schools in western Pennsylvania.

**Deans of Women.** When the first faculty group was organized in May 1875, Miss Jane E. Leonard was named Preceptress. She held this position until 1920, the longest continuous service rendered by any individual. No other person has had so great an influence on the development of Indiana and the moral, social, and



intellectual standards of the school. "Her boys" and "her girls" attest to this day to her influence on them.

On the retirement of Miss Leonard in 1920, she was succeeded by Miss Hope Stewart, who had come to the Normal School as critic teacher in 1899. The title was changed to Dean of Women. Miss Stewart had been closely associated with Miss Leonard for many years, and she maintained the high standards that had continued from the opening of the school, even through the post war social revolutions of the early twenties. On her resignation in 1938, Miss Stewart was succeeded by Miss Florence Kimball, who for two years had been Assistant Dean of Women. Miss Kimball encouraged students to assume the responsibility of meeting the problems of college life. In 1942, Dr. Dorcas Hall was added to the staff as the Assistant Dean of Women.

**Deans of Men.** The Position of Preceptor was created in 1907 when Mr. William J. Jack received that title. In 1917 he was succeeded by Mr. Walter M. Whitmyre, who has filled that position ever since. The title was changed from Preceptor to Dean of Men in 1920. The great increase in male enrolment has added considerably to the burdens of this office.

**Deans of Instruction.** For the first half century at Indiana the Principal or President assumed the responsibility for instruction along with his other duties. Then in 1926 the position of Dean of Instruction was created to handle some of these details. Mr. Warren Nevin Drum, former principal of the State Normal School at Lock Haven, first held the position. On his death about a year later, Dr. M. J. Walsh, head of the Department of Education, became Dean. Many of the policies which still guide the scholastic life of the college were introduced by Dean Walsh. The advisory system was established in an effort to make the student feel that he had at least one faculty member to whom he could go for help. The Dean's office was always open to every student in college and a sympathetic ear was always given. Dr. Walsh's keen interest in sports has continued even after his retirement in 1942. He will also be remembered as the one who established and made effective the quality point system. Dr. Walsh served as Acting President in 1936 and again in 1939 when Mr. Joseph M. Uhler became Acting Dean. Dr. W. Ray Smith served as Dean of Instruction for the college year 1938-39 and Dr. Walsh returned for the remaining three years before his retirement.

Dr. Ralph E. Heiges, who had been a member of the Department of Social Studies and Head of the Secondary Education Division, succeeded as Dean of Instruction in 1942. The introduction of a system of Junior Standing, long contemplated, occurred in 1943 as an aid to teacher selection. Following the death of Dr. Uhler, he served as Acting President for the college year 1947-48. Mr. Ralph B. Beard served as Acting Dean during this year.

## GROWTH OF THE PHYSICAL PLANT

**William Schuster, Business Manager**

The physical plant of the Indiana Normal School and later the Indiana State Teachers College, through seventy-five years of service to the Commonwealth of Pennsylvania, has grown from one building in 1875—Sutton Hall—to a large physical plant in 1950, consisting of twelve major buildings and eighteen houses. There is the promise of continued growth through proposed new buildings under the present General State Authority.

In January, 1875, the first building, John Sutton Hall (named after the first President of the Board of Trustees, Mr. John Sutton), located on approximately twelve acres of land, was completed. This building, though modernized in many ways, is still in constant use serving in about the same ways as it did in 1875, except for the elimination of classrooms. The second building did not appear until about 1893 and was named Clark Hall in honor of Justice Silas M. Clark, second President of the Board of Trustees. Clark Hall is still in use today as a dormitory for one hundred women. In the same year of 1893, the Model School—Wilson Hall—named after the third President of the Board of Trustees, was erected for use as a training school until 1940. At that time the entire training school was moved to the new John A. H. Keith School Building, erected under the 1936 General State Authority. Wilson Hall was then completely remodeled in 1940-41 and has since been used as the college library.

The pressing need for more space dictated the erection of a classroom building in 1903 named after Miss Jane E. Leonard, teacher and Preceptress who had been a member of the staff since the opening of the Normal School in 1875. Leonard Hall is about the same today except that all fire hazards have been removed and some alterations as to office space for instructional staff have been incorporated. In this same year a dining room, known as Thomas Sutton Hall, was added to John Sutton Hall to increase and modernize the dining facilities of the school.

In 1906 the school experienced its only serious fire—Clark Hall—but it was immediately rebuilt on the same site and has been in constant use, serving first as a men's dormitory and in 1924 changed to its present use as a women's dormitory.

Two annexes were added to John Sutton Hall, one to the dining room on the south side in 1910, the other as a woman's dormitory on the north side for the increased enrolment in 1915. Land was purchased in 1910 for the erection of a power house to provide a central heating plant and electricity for all the buildings. This original building is still housing the generators and electrical equipment which provides current to all of the college buildings.



From 1915 to 1927 there was a lull in the building program, but in 1927 ground was broken for the Gymnasium, now known as Waller Gymnasium. This building was dedicated in 1928 as a center for the Health and Physical Education Department with classrooms, offices, two gymnasiums, locker rooms and swimming pool. An addition to the Power House together with new mechanical equipment provided sufficient steam and heat for the additional buildings. In 1932 a large generator was installed to care for the increased load.

The need for additional facilities for the Art, Business Education and Home Economics Departments prompted the erection in 1931 of the building now known as McElhaney Hall. Located between John Sutton Hall and Leonard Hall, this building houses these three special departments.

To eliminate hazards in the basement of John Sutton Hall a Shop Building was erected in 1937, thus enabling the college to move all shops. The new Shop Building has a carpenter shop, paint shop, and storage space for the numerous maintenance items required in the operation of the plant.

Under the 1936-39 General State Authority Program of the Commonwealth of Pennsylvania, the Auditorium—known as John S. Fisher Auditorium—with a seating capacity of 1600, the John A. H. Keith School, and another annex to the dining room were built. These buildings increased the facilities of the college greatly by releasing the gymnasium from use for assemblies and cultural life programs. The John A. H. Keith School provides modern school conditions for some four hundred grade school students and an ideal student teaching program.

In 1947 the Federal Works Agency made available a Biological Science Building which was erected on Grant Street and serves this field of teacher education. Also in this year the Commonwealth of Pennsylvania purchased the six-acre tract of the Elkin Property including the mansion. This past year the mansion was completely renovated providing living accommodations for forty men. The Elkin Annex, a small building on this property, houses a cafeteria to feed about seventy five people, thus providing training for Home Economics students in lunchroom operation.

Under the new 1949 General State Authority, a men's dormitory will provide housing facilities for over two hundred men. This new dormitory is to be erected on the Elkin land adjoining the campus. Plans have been prepared for the renovation of the college kitchen and the refrigeration plant in Thomas Sutton Hall. Two additional projects which have been approved are the rewiring of dining rooms, laundry and music conservatory, and installation of a sprinkler system in the attic of John Sutton Hall. Other projects have been submitted for approval, such as a Music and Arts Building, and other important repair projects.

## CHANGES IN CURRICULA

M. J. Walsh, Former Dean of Instruction

In the first section of this publication the earliest courses and degrees were discussed. After the Classical Course was dropped in 1878, the degrees, Bachelor of the Elements and Bachelor of the Sciences, were continued with the corresponding Master's degree on the completion of two years' teaching and presentation of a certificate of good moral character. The catalogue of 1892-1893 stated that the graduate would receive a diploma certifying him to teach in the public schools and the degree of Bachelor of the Elements. The following year the catalogue said the graduate would be issued a certificate and degree, Bachelor of Elementary Didactics, and after two terms of teaching he could secure the State Normal School Diploma and the degree, Master of Elementary Didactics. These degrees remained until 1907, when the degrees of Bachelor of Pedagogics and Master of Pedagogics were conferred on those who had taken certain additional work. The certificate and diploma remained the same.

The arrival of Doctor Keith brought a change in the graduation awards. He did not believe in the granting of degrees except on a strictly collegiate basis of four years' college work beyond graduation from an approved four-year high school. Consequently only the Normal Certificate was granted on graduation and the Normal Diploma after two years of teaching.

In the meantime, important changes in curricula had been taking place which space prevents describing. Briefly, the broadening curricula in the public schools were calling for more carefully prepared teachers, especially in the special fields of art, commerce, home economics, health education, and music. There was also a demand for teachers with a well-rounded combination of academic and professional material. Doctor Keith was a leader in developing programs in both fields. He expanded the work in the special fields, so that when the Normal Schools were assigned certain fields of specialization, Indiana secured four: art, commerce, home economics, and music. In some circles the college was accused of receiving more than its share of these, but the fact was that most of the Normal Schools were not prepared to provide education in these special fields and could not, or would not, provide the equipment and faculty to give such education. Indiana took them because it was ready and willing to assume the added burden.

The State had taken over the ownership of the school in 1920 and measures were being taken to develop curricula and provide equipment and faculty that would justify a collegiate ranking. This

action was taken just as Doctor Keith left Indiana to become State Superintendent. The first degree was granted May 31, 1927, to Miss Alice Clements, a graduate of the Home Economics Curriculum.

The Normal Certificate, granted on the completion of two years' work and certifying a person to teach in the elementary field, was continued until 1932. Those who entered after that date did not graduate but might receive a State Standard Limited Certificate on completion of two year's work. In 1936 this was changed to three years. No student who entered after January 1, 1939, could secure any kind of certification except on the completion of the requirements for a degree. Thus the college fully emerged.

The emphasis in the first two years of the four-year curricula was placed on general education. English, Social Studies, Appreciation of Music, Appreciation of Art and similar courses became an integral part of the studies of all students. On the other hand, the later years of the degree curricula brought the student into contact with his professional courses. A shifting enrollment between curricula is shown through the tables at the end of the publication. Today the college has students in six curricula: Art, Business, Elementary, Home Economics, Music and Secondary, the last one including the various academic subjects usually taught in the high schools.



Home Economics students learn by doing as well as from books.



# DEPARTMENTS AND TEACHING PERSONNEL

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## THE ART DEPARTMENT

Orval Kipp, Director

The Art Department was organized in 1906 under the direction of Miss Jean R. McElhaney, a graduate of Indiana and first director of the department. Previous to this time, drawing, bookkeeping, penmanship, and manual training were closely associated. The best thinking of the day influenced the work since Bartholomew's "Freehand Drawing", "Allison on Taste", and Walter Smith's textbook on drawing were used during the first ten years of the school's existence.

Professor Wicks stated in 1889, "Writing is drawing a picture of words in which there are ideas; drawing is making lines behind which are ideas." In 1893 Miss Lottie E. Dayton wrote, "We recognize that drawing is an invaluable element in general education and are prepared to give it the attention its importance deserves." The course at that time covered freehand and instrumental perspective, mechanical drawing, elementary design, drawing from natural forms and casts, sketching, clay modeling, and color.

The curriculum was expanded under Miss Jean R. McElhaney's direction to include in 1922 a two-term elementary and a three-term supervisors' course "to prepare teachers for better positions in city schools." Further development occurred in 1929 when the four-year art curriculum leading to the Bachelor of Science in Art Education degree was initiated under the leadership of Miss Mary Edna Flegal. A vision of the possibilities of art teaching in 1936 included finer choices in the art of living and better use of increased leisure time. Miss Flegal wrote, "An Art Structure (design) method rather than a drawing method of teaching art is used", and later, "Where thoughtful activity and feeling end, the procedure ceases to be art training." The current philosophy agrees with this and adds that other things being equal, the better artist a teacher is, the better art teacher he will be. Members of the faculty and graduates of the Art Department exhibit their works of art in local, regional, and national art exhibitions. Art service to the college and community as well as the artist-teacher as a contributing citizen are ideals of the department.

**The Art Club.** The Art Club, organized by Miss Marion Graffam Miller in 1925, provides a social and professional art program for interested students and faculty. In 1933 the Jean R. McElhaney Award for excellence in fine arts was created by the club in honor of Miss McElhaney. The Kate Lacey Award for outstanding art service, initiated in 1944 likewise honors Miss Lacey. The Annual Cooperative Art Exhibition, organized in 1945 by Dr. Orval Kipp brings hundreds of contemporary works of art to the college for a month long exhibition and has assembled a valuable Art Memorial Collection of twenty-four paintings and one sculpture for the permanent enjoyment of Indiana and her friends. Judges of the exhibitions have included C. Valentine Kirby, Harry Gottlieb, Sam Rosenberg, Walter Reed Hovey and Duncan Phillips. Other Art Department activities include membership in the Eastern Arts Association, the American Federation of Arts and the Museum of Modern Art. The Alpha Lambda Chapter of Delta Phi Delta, organized under the sponsorship of Mrs. Alma Munson Gasslander on March 30, 1946, initiated Sam Rosenberg as an honorary member in 1948.

**The Staff.** Miss Jean R. McElhaney, who formed the department in 1906 and acted as director from 1922 to 1928 when she retired, is remembered for her gentleness and her belief in the uplifting power of art. Her will in 1944 established a loan fund for needy art students. Miss Mary Edna Flegal who succeeded Miss McElhaney entered the service of the college in 1926 and served as director of the department from 1928 to her retirement in 1941. The third director of the department is Dr. Orval Kipp who came to Indiana in 1936 and has been director of the department since 1941.

Space does not permit naming all who have contributed to the development of Indiana's Art Department. Those who have served periods of from five to nine years include Miss Lottie E. Dayton, 1893 to 1900; Anson J. Dill, 1883 to 1888; Albert L. Graffam, 1901 to 1908; and Ralph W. Reynolds, 1941 to the present time. Mr. Reynolds is conducting courses in commercial art, watercolor painting, drawing and appreciation of art. Miss Kate Lacey, crafts instructor in the department from 1928 to her death in 1941, was characterized by her interest in the individual student and his development. Her ideal of service is remembered in the Kate Lacey Award. During her long service, Miss Lacey also conducted extra-curricular crafts activities for the benefit of the school and community. Miss Grace Huston, teacher of art history and painting from 1926 to 1940, withdrew to become Mrs. Francisco Biamonte. Twenty-two years of service was rendered by Miss Anna J. Thompson, Cooperative Supervisor of Art in the Indiana Boro schools from

1923 to 1945. Miss Dorothy Murdock has taught art education, ceramics, modeling and art history since 1928. The record for the longest service has been achieved by Mrs. Alma Munson Gasslander who came to Indiana in 1922 and is still serving as an instructor of drawing, painting, costume design and theatre arts.

The members of the art staff have continually studied to achieve better educational and professional training during their teaching careers at Indiana. This has been reflected in the work of our graduates, many of whom have gone on for advanced degrees.

## THE BUSINESS EDUCATION DEPARTMENT

G. G. Hill, Director

Up until the fall of 1919 nearly every Normal School in the state offered a course called Commercial. Indiana was one of the schools offering such a course as early as 1878. However, no serious attempt was made to organize this course as a teacher education program. With the actual needs of the rapidly growing commercial departments in the high schools of the state, the necessity of a more highly specialized commercial course became evident.

Mr. G. Gardner Hill came to Indiana in 1919 to organize the new department and became its first and only director. The other teacher in the department at that time was Mrs. Florence C. Arntz. She continued to serve satisfactorily until her retirement some twenty years later. The department centered around the rooms in the north-west section of Leonard Hall. The department grew rapidly on account of the great demand for teachers in this field.

The two-year curriculum, organized in 1919, was extended to a three-year curriculum in 1920. The student teaching was done by bringing students from the local high school to the campus for classes. There were 28 two-year graduates in 1921 and 3 three-year graduates in 1923. The number of graduates increased yearly and in 1927 the department attained a full collegiate status with the granting of degrees in Bachelor of Science in Education.

**New Quarters.** In January 1932 the Business Education Department moved to quarters more in keeping with its status in the Commonwealth. The ground floor of the Arts Building became the center for Business Education. Much new equipment was added, making it one of the finest departments in the country. By September 1939, the department faculty numbered eleven and students enrolled reached 400. At the same time student teaching was greatly expanded. Centers off the campus were established



and the cooperation of the high schools meant an improved teacher education program.

Throughout the World War II the department made a great contribution to the war effort in preparing not only teachers, but also governmental workers in great numbers. Since the war, the veterans' program has made it possible to accept great numbers of service men and women on the accelerated plan.

One of the outstanding features of this department has been the correlation of methods courses with the actual teaching situation. The methods and testing courses are tied up with the work of the teaching centers in such a manner that when students are assigned to their student teaching, they take with them individually-prepared unit and daily plans, diagnostic tests, remedial materials, etc., ready for use in the student teaching situation. The main emphasis on the testing program is to make it a teaching device, rather than a post-mortem examination after it is too late to do any good.

The large number of leading business educators, graduates of the Business Education Course, and now in responsible positions, will continue to speak for the thoroughness and efficiency of the department. The program is now back to normal with a limited enrolment. Standards as high as any in the country in this type of work are retained on the pre-war basis. Our reputation is secure, barring interference that may weaken our program or our organization.

Besides the director of the department, several other persons have served for a considerable length of time. This is best represented by the list of staff members below with date of beginning of service and the teaching specialty.

Albert Drumheller (1938)—Accounting

Ethel L. Farrell (1923)—Shorthand and Business Correspondence

Clinton M. File (1927)—Clerical Practice and Business Organization

Elsie G. Garlow (1946)—Shorthand and Typewriting

James K. Stoner (1946)—Accounting

Harold Thomas (1946)—Retail Selling

Robert F. Webb (1922)—Shorthand and Typewriting

## THE EDUCATION DEPARTMENT

Ralph B. Beard, Head

During the past seventy-five years there has been a gradual growth and development in the education of teachers for the public schools of the Commonwealth. To those familiar with the history of the education of teachers in the Commonwealth of Pennsylvania the reason for the change may be apparent; to others it is necessary to keep in mind that the State Normal Schools, the forerunner of the State Teachers Colleges, offered work on the secondary school level until 1922. After that time, graduation from high school was a prerequisite for admission to Indiana.

In 1875 the Principal of the Normal School was also professor of Mental, Moral and Political Science, and of Theory and Practice Teaching. In 1880 an instructor in Mental Philosophy, the forerunner of Psychology was added. Courses in the history and philosophy of education were indicated in the curriculum in 1885. In 1889 the Principal of the Normal School was the professor of Psychology and Pedagogics. The superintendent of the Model School was also a professor of Methods. The subjects of Pedagogy, School Management, and Methods of Teaching were listed as a separate subject and Ethics was added to the curriculum. At this time, separate methods courses in history, geography, art and grammar were introduced.

**The Department Established.** In 1915 the position of Head of the Education Department was established and Miss Clarrissa B. Robinson was probably the first to be designated. She continued to serve in the department until 1927, although she relinquished the headship to Dr. M. J. Walsh in 1920.

When the State took over the certification of teachers in 1921, there was a change in the curriculum which led to the inauguration of courses in Introduction to Teaching, Psychology and Child Study, Kindergarten and Primary Theory, Educational Measurements, School Efficiency, Primary Reading and Primary Methods. It was at this time that Dr. M. J. Walsh came to Indiana as head of the Department of Education and Mrs. Louise G. Walsh was appointed as a member of the department. The following year Miss Margaret Lemmon and Miss Lillian McLean joined the staff. Miss Lemmon retired in May 1938 and Miss McLean withdrew in May 1944. In 1922 Miss Jane McGrath came to Indiana as a member of the English Department. Two years later she was transferred to the Education Department. In 1940 Miss McGrath was appointed the first director of the Division of Elementary Education which position she held until she retired in September 1941.

During the decade of 1920-1930 Mr. Ellsworth Lowry, Miss Gertrude Burns, Dr. Walter A. Zaugg, Mr. Tobias Chew, Mr. Joseph M. Uhler, Dr. Guy Pratt Davis and Dr. W. B. Percival became members of the staff. Doctor Zaugg and Mr. Lowry served as directors of the extension education which was carried on quite extensively within the college service area during the 20's as a result of the State taking over the certification of teachers. Much of this work was of a professional nature to which the staff of the Education Department contributed widely. Several members of the staff devoted full time to extension work for a few years. Doctor Percival resigned in 1930 to accept a position as Director of Protestant Education for the Province of Quebec, Canada, a position which he holds at this writing. Doctor Uhler became head of the department in 1935 and President of the College in 1942. In the intervening years he also held positions of Director of Student Teaching and Placement and Director of the Division of Elementary Education.

The rapid increase in the staff of the department was due in part to the large enrollment in the two year Elementary Curriculum. In this curriculum there was a marked emphasis on professional courses. Mr. Ralph B. Beard and Dr. Harold Camp joined the staff in 1930 and Dr. Richard Madden in 1931. Dr. Madden later became Director of the Laboratory School which position he resigned in 1939 to accept a position in San Diego State College, San Diego, California, and later became Director of the Graduate School there.

**The Psycho-Educational Bureau.** The bureau was organized during the year 1935-1936 with Dr. Guy Pratt Davis as director and Dr. Richard Madden as associate director. It was the sixth psychological clinic to be approved by the state. Its major purposes are to aid those college students who are in need of academic or personal-social guidance, and to work with the staff of the Laboratory School and the schools in the service area in diagnosis of school children.

The activities of the staff of the Bureau involve: (1) the administration and interpretation of intelligence, aptitude, interest and personalty tests; (2) the measurement of education achievement of the public and private school program; (3) the diagnosis of individual cases involving personal counseling; (4) instruction in reading improvement. In view of the increasing number of requests for aid in reading improvement, in personalty diagnosis, in curricular and related areas, it is hoped the program of the Bureau will be augmented in these areas in the years to come. The present members of the staff of the Bureau are Doctor Guy Pratt Davis and Mr. S. Trevor Hadley.

When the Elementary Curriculum was increased from two to three years in 1935 and from three to four years in 1937, there was a decrease in the enrollment in this curriculum. This plus proportionate decreases in the professional courses of a four-year curriculum, led to a reduction in the staff of the department. World War II, which brought about a decrease in the enrollment of men, called for further reductions. This was adjusted through retirement and transfer of staff members to administrative positions. Mr. Paul Risheberger joined the staff in 1936 and Miss LaVerne Strong in January 1946. Doctor Strong was also Director of the Division of Elementary Education. She was largely responsible for organizing and sponsoring one of the most active ACE Chapters in Pennsylvania. She resigned in May 1949 to accept a position as Curriculum Consultant in the Connecticut State Department of Education. Miss Irene Russell succeeded Doctor Strong in September 1949. Miss Russell has a rich background of experience. Her previous position was that of supervisor of special education in Center and Clinton Counties. The present members of the staff are Mr. Ralph B. Beard, who has been head of the department since 1942; Dr. Harold L. Camp; Mr. Tobias O. Chew; Dr. Guy Pratt Davis; Mr. Wilbur Emmert, who was transferred from the science department in 1949; Mr. S. Trevor Hadley; Dr. Paul Risheberger; and Miss Irene Russell.

## THE ENGLISH AND SPEECH DEPARTMENT

Rhodes R. Stabley, Head

History, said Carlyle, is the essence of innumerable biographies. That is markedly true of the seventy-five-year history of the English and speech area at Indiana Normal School and State Teachers College. Heading the list of those who rendered long and distinguished service to the institution are two women well known to thousands of Indiana students, Jane Leonard and Edna Lee Sprowls.

Miss Leonard began her work in the English and speech area in 1876, her second year at the school, as a teacher of rhetoric, a teaching connection destined to last 44 years until her retirement in 1920. An inspiring instructor with wide cultural interests, she had the distinction of having the Leonard Literary Society, founded in 1927, named in her honor.

Miss Sprowls served the institution from 1915 until her retirement in 1943. Specially notable was her contribution in dra-



matics through her successful coaching of many memorable plays, as well as through her teaching of courses in play production and public speaking.

Many are the excellent teachers who have come and gone during the past three decades. Space, unfortunately, permits the mention of only a few, together with their dates of service at Indiana.

<sup>1</sup>Stella B. Finney: 1921-1925

Verna Newsome: 1924-1927

Louise Anderson Macdonald: 1925-1948

<sup>1</sup>Anna Bernice Orndorf: 1925-1939

Ruth M. Knowles: 1926-1944

Helen F. Egleston: 1927-1942

The present staff, together with dates of beginning service and teaching specialties, is constituted as follows:

<sup>2</sup>Carrie Belle Parks Norton: 1926: Recent Trends in the Teaching of English

Reba N. Perkins: 1927: Shakespeare

<sup>3</sup>Carleton C. Jones: 1938: Philology

<sup>4</sup>Rhodes R. Stabley: 1941: Advanced Composition; Modern Novel

Abigail C. Boardman: 1945: Speech

<sup>5</sup>Joseph H. Meconnahey: 1945: Modern Drama

Robert W. Ensley: 1946: Speech and Drama

J. Stanley Cook: 1946: Contemporary Poetry

Edna Hays: 1947: Nineteenth Century British Literature

Arthur F. Nicholson: 1948: Journalism

<sup>6</sup>Charles F. Diehl: 1949: Speech

The record of the English and speech area at Indiana is marked by many important accomplishments. Here are some of the most outstanding:

1876: formation of two literary societies, the Erodelphian and the Huygenian, both destined to play important roles in the cultural life of the institution for over 50 years

1889: in connection with the departmentalization of the college, the formation of the English Department and of the Elocution Department

1910: organization of the Lincoln Debating Club under English and speech auspices

1920: some changes in English and speech offerings in connection

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1. Acting head of English Department, 1938-1941

2. Acting head of English Department, 1938-1941

3. Acting head of English Department, 1945-46, Deceased March 10, 1950

4. Head of English Department 1941-1945, 1946-

5. Deceased March 25, 1950.

6. Head of the Speech Wing of the Department, 1949-

- with the taking over of the institution by the state of Pennsylvania
- 1927: institution of an entirely new curriculum in English as a result of becoming a state teachers college. For the first time electives were offered to students wishing to gain certification for teaching in the field of English
- 1927: formation of the Leonard Literary Society, named in honor of Jane Leonard. Replacing the two organizations formed in 1876, the Society during its sixteen-year existence, not only fostered and helped produce a vast variety of student dramatic and literary activities, but also brought to the campus and the town many outstanding singers, actors, dancers, poets, and lecturers
- 1928: formation of the Edwin Arlington Robinson Poetry Club, destined to serve the college for over a decade
- 1934: organization of the Ger Rune of the American College Quill Club
- 1935: publication of the Indiana Scroll by the Ger Rune of the American College Quill Club. It was the first of nine successive publications by local members of the club
- 1938: first broadcasting by the college. The outlet used was WHJB Greensburg
- 1940: in connection with new regulations affecting admission to student teaching, the attainment by all students of a C average in all required English courses and the satisfactory passing of a standard test in English form and usage
- 1942: granting of exemptions to specially able students from required courses in composition and literature
- 1943: setting up of Junior Standing regulations involving a C average for all students in required English courses or satisfactory performance on a standard test in English mechanics and reading
- 1945: first work offered in clinical speech at Indiana
- 1946: formation of the English and Speech Club for professional and social purposes
- 1947: first students certified in speech
- 1947: publication of student writing, **The Indiana G I Writes**, financed by the Student Cooperative Association. Subsequent publications, illustrated by students in the art department, have been called **The Indiana Student Writes**
- 1948: beginning of experimentation with required work in communications for freshmen and sophomores
- 1948: formation of The Masquers, college dramatic organization
- 1949: beginning of experimentation with required work in world literature for sophomores
- 1950: beginning of requirement of world literature for sophomores

## THE FOREIGN LANGUAGES DEPARTMENT

Edward W. Bieghler, Head

The records of the early days of Indiana State Normal School do not always distinguish clearly between what is approved by the state and what is actually taught in the field of Languages. The first teacher, Joseph H. Young, who served between the years 1875 and 1881, is variously described as professor of Latin and German: Latin, Greek, and German; and, simply, of Languages.

In this early period "students of the Normal Schools are recommended to study Latin, French and English languages as far as practicable," and those in the Elementary Course are advised to take "one year's drill" in Latin (from 1877 this year of Latin is required, and later raised to two years.) Students of the Scientific Course studied Latin for three years, German for one, and there was some provision for French. Those in the Classical Course went more deeply into the classical languages, for a portion of which they had the privilege of substituting German or French. An interesting provision that first appears in 1877 is that "lady pupils" may substitute an equivalent amount of Latin, French, or German for higher mathematics. Very soon this provision was generalized and remained in force for twenty years. It would seem that throughout these early years, Latin, Greek, and German were actually taught.

From 1881 for a period of fifteen years there is a rapid succession of teachers of languages. Some continuity is found in Stella M. King and Martha J. Cameron, who divided their time between English and German. The language teacher of longest service in the history of the School was Rosina B. Weaver, who came in 1892 as assistant in Latin and Arithmetic, and remained until her death in March 1912. Throughout most of this period she taught elementary Latin and acted as secretary to the Principal. One graduate remembers her as the most patient teacher he ever knew.

In 1896 the School had four teachers of Latin and Greek. Two years of Latin were then required in the Elementary Course, and an additional year in both the Normal and Scientific Courses; German and French might be substituted for advanced Latin or higher mathematics. For the first time we find a Modern Language Department in charge of Elizabeth Gertrude Peabody, who offered two years of German and one of French. In 1900 Miss Peabody's place was taken by Vilda Sauvage, fresh from Vassar, who carried the banner until 1907.

**Requirements in 1900.** In 1900 the Normal School Principals established a three-year sequence in Latin for the Regular

Course. In addition, in the second year Greek, German, or French could be elected in lieu of Chemistry and Solid Geometry. In the third year English, History, Ethics and Logic could be substituted for Latin; and Greek, German, or French for Trigonometry and Surveying. These provisions evidently resulted in considerable drop in enrollment in Latin, for during the succeeding six years there are in effect two teachers only of the Classics, and one of German and French. The names include Miss Weaver, Mr. Owens, Mr. Will Grant Chambers, Miss Sauvage, Miss Dora Helen Moody, and Miss Eda Belle Nichol.

A new figure in 1907 was William J. Jack of Indiana, professor of Latin and Greek. Estella V. L. Sherrill replaced Miss Sauvage in German and French. In the Music Department of this period German was generally required in the Middle Year, and either French or Italian the Senior Year. From 1907 to 1912 there was little change. Some new names appeared on the roster: Sadie P. Rothermel, German and French, and L. O. Kirberger, German and football coach.

In 1914 we find our first European, Alice Lili Loewenstein, native of Berlin, student at Lausanne, doctor from the University of Berlin, with experience in Russia and Rumania. In 1916 the language faculty includes Miss Baumbach, Jane Beardwood, M. Louise Chaffee, and J. Theodore Arntz.

Mr. Arntz, a native of Belgium, had been a teacher of French and German in the German colony at Concepcion, Chile, and in schools in Kingston and Philadelphia. He came to Indiana as professor of Spanish and assistant in Latin. He remained here, primarily as teacher of Spanish, until his death in 1920. Mrs. Arntz, also an excellent linguist, remained active on the staff of the Department of Business Education until her retirement many years later.

The first five years of the 1920's showed the progressive death of Foreign Languages at Indiana. In 1921 only one teacher remained of a once flourishing department. Then in 1940, the Foreign Language Department was reactivated and put in the charge of Dr. Edward W. Bieghler. Since then, French and Spanish have been taught in the college and student teaching in these subjects has been offered in the Keith School.



## THE GEOGRAPHY DEPARTMENT

L. C. Davis, Head

Geography as a subject-matter field has had a long and honorable history at Indiana. The First Catalogue dated 1875 lists "Miss Jane E. Leonard, Preceptress" as "Teacher of History and Geography". If one may judge by the high esteem in which "Aunt Jane" was held by the alumni of her day, geography from its very beginning at Indiana must have been brilliantly and skillfully taught.

In 1875 as provided by the Normal School Law three distinct courses of study were offered—Elementary, Scientific and Classical. In the Elementary Course, Geography was offered in the Preparatory Session, and Physical Geography in the junior year.

In the Scientific and Classical courses Geography was presented in the Preparatory Session and Physical Geography in the freshman year. Geology, offered for the senior class, was probably associated with the Geography and Physical Geography courses offered in the earlier years of the Classical and Scientific Courses. Monteith's "Independent Geographies" and Guyot's "Physical Geographies" were the standard texts.

Miss Leonard continued as geography teacher until 1887. In that year two instructors were added to the staff: Mr. Albert E. Maltby, A. M., C. E., instructor in Physical Geography, and Miss Elvira Marquis, M. E., instructor in Geography.

**A Department Organized.** In 1891 a Geographical and Historical Department was organized with Miss Marquis as geographer. Four courses in geography were presented. They were:

"Elementary Study of the Entire Subject"

"Detailed Study of North America, United States, Europe, South America"

"Detailed Study of Asia, Africa and Oceania"

"Modern Physical Geography."

When the twenty-fifth anniversary catalogue was published in 1898, geography was listed as a required field of study in all the four courses of study then offered at the Indiana Normal. These courses were: Elementary, Regular Normal, Scientific, and Advanced Normal.

By 1918, geography had been freed from its alliance with history and had become a part of the Department of Natural Science, with Mr. MacConnell, Miss Sykes and Miss Eyre as instructors. Departmental offerings had been enriched by the addition of courses in Physiography and Political Geography.

The fiftieth Annual Catalog issued in 1925 lists two geogra-

phers as assistant professors, Miss Zoe E. Thralls and Miss Florence M. Shattuck. Further enrichment of curriculum offerings appears in the inclusion of courses in The Teaching of Geography, Economic Geography of the United States, and World Problems in Geography. Commercial Geography I and II now appear as required courses in the Commercial Teacher Training Curriculum.

In 1928, when the Normal School had become a State Teachers College, the first Geography Department in the history of the institution was organized. Geography was required in the Primary, Intermediate, Rural, Two Year, Four Year and Commercial Curricula. In the secondary curriculum, in addition to required courses, a large number of new courses were made available and it became possible to acquire an undergraduate major in geography. New courses included: Economic Geography, Geography of European Countries, Geographic Influences in American History, Geography of Latin America and Geography of the United States and Canada. Geography majors at Indiana could, in the new four-year curriculum, secure thirty or more hours of work in geography, sufficient to validate entrance into graduate schools of geography. Many majors have since taken graduate work in geography, and Indiana-trained geographers have acquired positions of major importance in the schools of Pennsylvania, in colleges throughout the nation, and in government service.

**Alpha Omega Geographers.** Miss Erna Grassmuck, who organized the Geography Department in 1928, in the same year organized Alpha Omega Geographers, an honorary geographic fraternity requiring a "B" average in twelve hours of geography work and the presentation of an acceptable project for admission. Projects by Alpha Omega geographers have enriched the resources of the geography department. An Alpha Omega project, prepared for publication by an Alpha Omega Committee, under the sponsorship of Dr. Zink, recently appeared as an article in the Journal of Geography.

Miss Grassmuck retired in 1936 and was succeeded by Mr. L. C. Davis, the present department head. Dr. Norah Zink joined the Geography Department in the same year.

The history of the Geography Department since 1936 has been one of expansion in terms of course offerings and opportunities. Twenty-two three-hour courses in geography are listed in the current catalog. Beginning in 1937 Reconnaissance Courses in Field Geography for three or six hours credit have been offered as part of the regular summer school work in geography. These geographic field trips, which have aroused national interest, have given Indiana students and students from other colleges opportunity to study at first hand the geography of the United States, Canada, Mexico, Colombia, Equador, Peru and Chile.

## HEALTH AND PHYSICAL EDUCATION

George P. Miller, Head

In the early days of Indiana Normal School, the work in Physical Culture appears as a part of the Department of Elocution. The methods used and the subject matter taught was patterned chiefly after the general formal work of an early period. The following interesting description of the gymnasium and playing fields appeared in one of the first catalogs:

"A gymnasium thoroughly equipped with the modern appliances, is in charge of a competent instructor in physical culture, and will be open at different parts of the day to each of the sexes.

Parts of our large campus are given up to field sports. A bicycle track, croquet grounds, six excellent tennis courts, a football field, and a baseball diamond afford excellent inducement to exercise out of doors.

Daily drills, exercises especially adapted to the cultivation of the voice are given, embracing breathing exercises, vocal gymnastics and physical culture."

Miss Mable G. Sawyer was the first teacher of physical culture and elocution. In 1897 Mr. Harry Phythyon became the first director of physical education. The gymnasium in those days was located on the ground floor of John Sutton Hall.

In 1901 Miss Evelyn A. Fraser was made head of the Elocutionary Department and she was assisted by Miss Marian M. Edmondson, a member of the Mathematics Department. These two women taught the physical culture classes until 1904 when Miss Harriet Rumball superseded them. It was in 1906 that Miss Edna H. Peale replaced Harriet Rumball. Mr. Frank Haller was elected to the position of Physical Director in 1903.

In 1908 Miss Edith G. Estes became director of Physical Training for women. She was followed by Miss Elizabeth Knight Eyre. Miss Eyre remained at Indiana for several years and turned out some championship basketball teams. Miss Adelaide Rose was appointed to assist Miss Eyre with the physical training classes.

**Health Courses at the Century.** The following array of health courses were offered at this time: Personal Hygiene, School Hygiene, Social Hygiene, Sex Hygiene, and Eugenics and a Health Education course. The college infirmary was mentioned in 1907 as a place for indisposed girls.

In the early 1920's, shortly after the Normal School became the property of the Commonwealth, greater emphasis was given to the teaching of health in preparing teachers for the public schools. Mr. Everett M. Sanders became director of health education in 1923 and

had four persons assisting; Miss Anne Osborne, Miss Dorothy Reiss, Miss Mable T. Apple, and Miss Eloise Blakesly. Within a few years Miss Lena Ellenberger and Mr. George P. Miller were added to the staff, both continuing to the present time. Mr. Miller became head of the department after Mr. Sanders resigned in 1938. Mr. Earl E. Prugh, with a versatile knowledge of sports and a genuine interest in young men, assisted for many years in football, boxing and tennis, until his retirement in 1944. Miss Malinda Hamblen came to the department in 1927. She organized the girls' Varsity I Club and has been an enthusiast in Folk Dancing. Increased enrollment in the late 1930's brought Mr. Robert Timmons and Mr. Lewis Shaffer to the college. "Bob" Timmons, with his slow speech, knowing smile and alert direction, brought an increased enthusiasm for football and basketball to Indiana. His war service with the Navy interrupted his work and then he decided to cast his lot with the University of Pittsburgh. "Lou" Shaffer brought wrestling to the status of a varsity sport.

Mr. Regis McKnight replaced Mr. Timmons as teacher and coach. "Peck" starred in three sports at Indiana and captained these teams before launching his successful coaching career at various high schools. Besides his teaching, he coaches basketball and assists in other sports.

Miss Margaret Gisolo is the latest woman teacher to join the staff. She came to Indiana after a sojourn in the U. S. Navy during the war and a successful teaching experience. She specializes in Modern Dance, helps with the girls' athletic program and supervises the physical education program for the girls in the Keith Junior High School. Miss Gisolo was the only girl to play on an American Legion playoff baseball team. She received national recognition for the part she played in these play-off games.

Mr. Samuel Smith is the latest addition to the Health Department and coaching staff. He is a graduate of Waynesburg College and Springfield where he starred in football and baseball. He coached winning teams for several years at Dormont High School before entering the U.S. Navy. Coaching football and baseball will be his job on the campus besides his regular teaching assignments.

Mrs. Maude McDevitt was head school nurse for many years at Indiana. She was ably assisted by Mrs. Lena Weatherly and Miss Irene J. Anderson. Miss Hazel Ober, the present head nurse, came to Indiana after spending several years at Edinboro State Teachers College. Miss Jane Blue is assistant school nurse dividing much of the time between Keith Laboratory School and the College Infirmary, now located on South 11th Street. Dr. William Simpson was the college physician for many years and in 1940 Dr. Charles E. Rink, the present college physician, was elected to perform these duties.



## THE HOME ECONOMICS DEPARTMENT

Opal T. Rhodes, Director

Domestic Science was the name applied in 1915 to the first work offered in Home Economics. Fourteen students enrolled the first year. It was not long before the department, in keeping with the Home Economics movement, became known as Home Economics, "a study of the basic human interests—foods, clothing, shelter, and personal relationships—which help people to achieve happy homes and communities".

In the fall of 1922 the two-year curriculum was lengthened a year, enrollment continuing to be twenty a year or less. However, there seemed to be little opportunity for teaching positions for three-year graduates. Then the State Council of Education approved a four-year curriculum in Home Economics for Indiana. This was the first department of the college to have the privilege of granting a degree, the first Bachelor of Science degree being given to Miss Alice S. Clements, in May 1927.

For many years the home of the department was on the ground floor of John Sutton Hall, facing south. While in this area the enrollment reached 100. In 1931, the department moved to the top floor of the Arts Building, renamed McElhaney Hall in 1949. Here the department grew to house over three hundred in 1941. Additional space was then made available in Leonard Hall.

**Student Teaching.** Previous to 1929, all student teaching was done on the campus with the Training School children. The classes met in the college Home Economics Department. Gradually teaching centers were established in Johnstown and Indiana High Schools and elsewhere. An effort was made to provide each student with a varied experience. Student teachers lived at the teaching centers and participated in all activities like regularly employed teachers. In 1948 this experience was further enriched by a semester of observation and participation in the Keith School.

During the growth and development of the department, many features have been added which help the students become more efficient teachers. The early classes in home economics included only cooking, sewing, house decoration, and household science with emphasis on prerequisites in science and art. In time, "clothing" replaced sewing, including chemistry of textiles, costume design, clothing selection, and millinery. The courses in foods, nutrition and school lunch have grown as the science of chemistry and biology have changed. Courses in family relationships, child development, nursery school, home care of the sick, family economics and home management were added later.

A "practice house" was opened in 1922, the name being changed to Home Management House in 1928. This emphasized the training in management of time, labor and money. Beginning in 1935, each year a three-months old child becomes part of the Home Management House family. An additional house has been used from time to time to supplement this part of the curriculum.

An itinerant teacher was employed in 1936 to visit the graduates of Indiana and offer constructive help. Indiana was one of the first colleges to assist beginning teachers in this way. As part of the war effort, the department pioneered in First Aid and Red Cross Canteen courses for students. Instruction was also given throughout the county with the aid of students. Department radio programs assisted in instructing housewives in the operation of rationing.

**The Home Economics Club.** The Home Economics Club was organized in 1924 and has been an integral and effective part of the department in educating teachers. It is affiliated with the State and National Associations and contributes to the support of foreign students studying Home Economics in American colleges and universities. It has also made substantial gifts to the department. Social activities of the Home Economics Club help to develop leadership, social graces and civic responsibilities. The freshmen receive a great welcome in the Fall at the Lodge. The Merry-Go, established in 1924, is a highlight in the life of every "Home Ec" in the Spring.

Tau Chapter of Kappa Omicron Phi, Honorary Professional Home Economics Fraternity, was installed June 5, 1940 with Mrs. Thelma Lappen Downing as sponsor. In August 1948, this group was hostess to the organization's National Conclave on the Indiana campus.

Indiana has the distinction of having graduated three men from its Home Economics Department; Fred J. Stokes and John Balog in 1947 and William Curley in 1948. Fred was an outstanding athlete and captained the football team his senior year. John was a Bombardier-Navigator on a B-24 and Bill was considered a regular fellow. These three men continue in teaching or graduate work in this field.

**Department Heads.** From 1915 to 1921 there was a succession of department heads. Miss Helen Randall served as department head from 1921 to 1924, also acting as dietitian. She was succeeded by Miss Isabel Collins, who remained until 1938. It was through the able direction of Miss Collins that the Home Economics Department in McElhaney Hall was planned and equipped.

An all-purpose laboratory was promoted by Dr. A. Pauline Sanders, director from 1938 to 1944. A school cafeteria and home

kitchen were added. When Dr. Sanders became Chief of Home Economics Education in the Department of Public Instruction, Miss Ethyl V. Oxley assumed leadership until the present director Dr. Opal T. Rhodes arrived in 1944.

The department aims to prepare home economics students to help every boy and girl, man and woman, to live better lives, and the program for teacher education was reorganized to this end. Home economics students observe and work with people of all ages from the four-month old home management house baby to adults with years of experience. They observe home living needs of people and study ways of meeting the needs. College courses have been opened to or organized for non-majors. Student appreciation has been expressed through class enrolment. Six years ago, few not majoring in home economics received any preparation for homemaking and parenthood. At date of writing 221 women and 127 men are preparing for that all important responsibility. The department is reaching almost half of the women and approximately a fifth of the men in college.

Each staff member is a specialist in one or more areas of home living as well as a master teacher. Miss Ethyl V. Oxley in goods and equipment; Miss Helen C. Merriman in clothing and costume design; Miss Rachel Dale Moss in family relations and teacher education; and Miss Leola T. Hayes in foods and nutrition have served the department longest. In cooperation with an equal number of more recent colleagues, they keep in touch with the best and the newest through continued graduate study, regional and national meetings, and individual study. Only the best is adequate for the fourth of Pennsylvania's Home Economics Teachers who are graduated from Indiana.

## THE LIBRARY

**Robert T. Grazier, Librarian**

The beginning of the college library was the donation by the original Board of Trustees of a "fine Reference Library" which was housed in John Sutton Hall. Several years later the reference library was supplemented by 1000 volumes of literature, history and biography and an added reading room housed a collection of magazines, educational journals and newspapers.

The first statement of annual acquisitions appeared in the college catalog for 1893-1894, which stated that "over 300 volumes" were added to the library. Annual acquisitions varied from 300 to 800 titles and by 1926, the library had 12,000 "usable" volumes.

As the library grew, special collections supplemented the more

conventional sources or were used to call attention to material of particular interest to students and faculty. As early as 1906 a picture collection was begun, which, supplemented by pamphlet material, is still an integral part of the library. In 1915 a "red star" collection was set up. The "red star" books were selected as the outstanding titles of fiction and non-fiction and were kept on separate shelves. Such collections were the idea of Theodore Koch noted librarian at the University of Michigan, and they became popular in many libraries, serving as early examples of the browsing room collections of a later era. In the meantime, the library's growing pains were alleviated by moving into the first floor of the new annex of John Sutton Hall. In 1938, separate quarters were set up for a reserve book room and the following year marked the beginning of the text-book collection which provided the core of the current Curriculum Materials Room, which now includes text-books, courses of study, testing materials and other teaching aids.

The additional space needed for the expansion of the library's collection put a severe strain upon its physical quarters. The new textbook collection was in a small room near the entrance to the main reading room, but the reserve books had to be squeezed into a basement room. The situation was relieved considerably when, in 1941, the Training School building was remodelled to house the library and became the present Wilson Hall Library. The "new" building offered shelf space for 50,000 volumes and a seating capacity of 255 students. Four reading rooms on the second floor enabled the newer books in all subjects to be put on open shelves. On the first floor was the circulation desk, a combined reference and reserve book room, a curriculum materials room, a periodical room and separate quarters for the Indiana Historical Society's Collection plus the library's material in Pennsylvania history. Two stock rooms in the basement provided added book storage.

**Library Instruction.** In addition to its collections of books and journals, the library has long carried on a program of library instruction designed to acquaint the prospective teachers with basic library resources. As early as 1912, the annual catalog announced that the library offered "a brief course to each student in the use of the library." By 1930, this course had expanded into a ten-hour, one semester course, outlined by the State Committee on Curriculum Revision. Library instruction is now offered as part of the course work in English I and English II. In English I, it consists of lectures, demonstrations and problems in general library usage, and in English II, of more detailed bibliographical instruction in connection with a research paper.

The compilation of reading lists for the students and the distribution of notices of new library materials represented long and continuing efforts on the part of the library to keep the faculty



and student body aware of library resources. A separate **Library Bulletin** was issued in 1936 and its current prototype, the **Library Letter**, a monthly news sheet, made its appearance in March, 1949. Lists of current magazines and new books are distributed at regular intervals to both students and faculty.

**Librarians.** Hard times and more prosperous ones have had their effect upon the size of the book budget and upon other physical attributes of the library. Important as books, shelf space and seating capacity are however, a library needs librarians to give it meaning. In its earliest years, the library was either remarkable for its self-service or it remained at the mercies of student assistants. For fifteen years, no librarian graced the faculty roster until Mr. George Feit was listed as librarian in the annual catalog of 1890-1891. The next forward step was the appointment of Miss Araminta McLane, former public librarian at East Liverpool, Ohio, as librarian in 1907. By this time the librarian had recruited several full-time assistants usually from the graduating class of the Normal School, but the teaching profession or matrimony evidently effected severe casualties upon the staff, for rarely did the same names appear upon the staff roster for more than two consecutive years.

Students of the 'twenties may have forgotten many of the books they used in the library, but few will have forgotten the colorful Mrs. Katherine Jackson Brew, the librarian, and her parrot; both of whom fitted nicely into the informal atmosphere of the library, then on the first floor of the west wing of John Sutton Hall.

The decade which featured developments in the college also marked the beginning of a continuity of trained library personnel which has enhanced the services and collections of the library. Miss Estella Slaven came to Indiana as head librarian in 1927 and remained in her position until 1941. Miss Slaven brought with her a background of public school experience, which, combined with an excellent knowledge of children's literature boded well for a teachers college library. Within several years of Miss Slaven's appointment, two members of the present staff, Miss Florence Ridenour and Miss Lucille Littlefield came to the library and their professional training, plus years of experience, have given them an enviable knowledge of the library's collection, a knowledge of inestimable benefit to all users of the college library.

## THE MATHEMATICS DEPARTMENT

Joy E. Mahachek, Head

**1875-1900.** When the Indiana Normal School opened in May of 1875 students could be enrolled in the Elementary Course, the Scientific Course, or the Classical Course. The first of these required Mental and Written and Higher Arithmetic, Algebra, Geometry and Chemistry as mathematics. The other two courses required, in addition, Geometry and Conic Sections, Trigonometry and Surveying, Analytical Geometry, Calculus, and Astronomy. The following suggestions concerning these subjects are noted: Geography shall include both physical and mathematical geography; in the Scientific Course students may take equivalent Latin, Greek, French or German instead of portions of higher mathematics; Integral Calculus shall be taken in the Scientific Course; each recitation shall be marked from 10 to 0; an average less than 7 is failure.

The original mathematics faculty was composed of David W. Sensenig later principal of the Normal School, and Andrew J. Bolar, professor of mathematics and English. After 1875 there were three or four faculty members each year. Few teachers gave more than five years of service. However, Mr. R. Willis Fair continued his work from 1878 to 1888.

Mr. M. C. Gordon began his long teaching career at Indiana in 1892 and continued until retirement in 1927. He was often familiarly known as Mac. He is well remembered for his sometimes caustic wit and for his insistence upon perfection in arithmetic recitations. He prided himself on being not only on time but a little ahead of time and required the same punctuality of his students. Nevertheless they regarded him with affection and respect.

Mr. Will Grant Chambers (1894 to 1900) was known for his superior scholarship and his able teaching. He continued his teaching career in Psychology and Education at the State Normal School at Moorhead, Minnesota (1901-1904) and the State Teachers College at Greeley, Colorado (1904-1909). He returned to the University of Pittsburgh (1909-1921) serving as the dean of the School of Education. In 1921 he transferred to Pennsylvania State College and became dean of the School of Education in 1923. He was president of the P. S. E. A. in 1920, active in the N. E. A. and many honorary societies.

**1900-1925.** At the turn of the century mathematics was required through geometry in the Elementary Course, through trigonometry in the Regular Normal Course and through the calculus in the Scientific Course. The catalogs describe only the courses

through trigonometry but suggest that "Mathematics aims not only at training in methods of operation, but also at the development of reasoning powers." They further suggest that field work be emphasized, a procedure we like to think of as modern. By 1920 the four curricula offered were Kindergarten-Primary, Intermediate, Junior High School and Rural. The only mathematics required was a course in the Teaching of Arithmetic at the given level or Commercial Arithmetic in the Commercial Teachers Course. If six or more students desired it, courses in higher mathematics were given. Students in the three year Junior-High School Curriculum in 1922 could specialize in mathematics by taking courses through Integral Calculus. Mathematics was no longer considered a subject to train the mind, but rather an area to be studied by those who needed it for their vocations.

During this period there were from four to six faculty members in the department some of whom taught the arithmetic in the Commercial Department. Only four of these teachers attained service of more than five years.

Miss Edith Cheserbrough (1907 to 1912) was exacting in her requirements and held her students to high standards of work. Mr. James C. Smith (1907 to 1919), who taught the advanced mathematics courses, was also interested in photography and many of the pictures in the yearbook of this period are his work.

Mr. James Patterson Wiley (1910 to 1917) is very affectionately remembered. He was graduated from the Indiana Normal School in 1888 and after acting as teacher and administrator in public schools of Pennsylvania, returned to Indiana in 1911 as an instructor in mathematics. He taught because he loved teaching. He was much admired by his students in whom he took a strong personal interest. He spent many hours spreading the influence of the school and working with his flowers. Miss Edna S. Winters (1910 to 1917) was often known as Spring Winters. Her students recall her stimulating personality and strong sense of humor.

**1925-1950.** In 1925 mathematics as previously listed was required, but 12 hours of Mathematical Analysis including the subject matter of Integral Calculus could be elected by students wishing to prepare to teach mathematics in the Junior High School Curriculum. When the institution attained collegiate rank the four-year courses for Elementary and Junior High School Curricula were begun. Then, in addition to Mathematical Analysis, students specializing in mathematics took courses in Teaching of Junior High School Mathematics and Teaching of Algebra and Geometry.

During the latter part of this period Mathematical Analysis was divided into separate courses. A major in mathematics now takes College Algebra, College Trigonometry, Analytical Geometry,

Differential Calculus, Integral Calculus, Mathematical Statistics and two more courses from the following: College Algebra II, History of Mathematics, Synthetic Geometry, Applied Mathematics, Teaching of Secondary School Mathematics and Spherical Trigonometry. A student minoring in mathematics may take only the first six courses listed. For students in the Elementary Division, Curriculum in Arithmetic and Teaching of Arithmetic are offered.

Miss Olive S. Tilton (1924-1936) was the first head of the Mathematics Department as organized in the Indiana State Teachers College. She continued in that position until she resigned for reasons of health. She is especially remembered for her sincere interest in her students. While she demanded their best work, she taught more than mathematics in every class and was a willing counselor to every student with a personal problem. Under her direction the department expanded, developing students of high abilities into strong teachers of mathematics.

Miss Joy E. Mahachek was added to the staff in 1927 when Mr. M. C. Gordon resigned. In 1936 she became acting Head and later Head of the Mathematics Department which position she now fills.

Mr. Earl E. Prugh became a part-time teacher in the department in 1929 continuing so until his retirement in 1944. He is well remembered for his thoroughness and sportsmanship. In 1936 Mr. Leroy Schnell entered the department and was on leave as a lieutenant in the United States Navy from 1943 to 1945 during World War II. Upon his return he became Veterans' Counselor and does only part-time teaching in mathematics. Dr. I. L. Stright was added to the mathematics faculty in 1947.

At the end of 75 years the Mathematics Department looks back to note the changes in its curriculum; the well-remembered teachers on its faculty; and its many students now teaching mathematics in the Commonwealth of Pennsylvania.

## THE MUSIC DEPARTMENT

Clel T. Silvey, Director

There is no one wholly unresponsive to the elevating appeal of music. If only the right contacts and experiences are provided, every life can find in music some answer to its fundamental needs for aesthetic and emotional outlet. Education's cultural objectives fail unless it brings to every child the consciousness that his own spirit may find satisfying expression through the arts.

The responsibility of offering every child a rich and varied experience in music rests upon the music teacher. It becomes his



duty to see that music contributes its significant part in leading mankind to a higher plane of existence.

The State Teachers College at Indiana has provided a major curriculum in music education for almost a half century. A history of this department's notable achievements may serve as a fair barometer or cross section of the growth in teacher education ideals throughout the nation.

With the opening of the State Normal at Indiana, Pennsylvania, in 1875, a two year diploma was offered. Private lessons were given in voice. Two years later private lessons were added in piano and organ. From the records of 1878-1881, special courses were provided in vocal and instrumental music. And, up to 1905 either vocal or instrumental courses were to be elected.

**The Conservatory.** The college bulletin of 1906 announced a complete conservatory of music courses, "As offered in music conservatories in other colleges of the United States". This conservatory of music was located on the second and third floors of Thomas Sutton Hall (the present location of the department of music education). The first director of the department, Hamlin G. Cogswell, was a leader and pioneer in music education for western Pennsylvania for the first quarter of the century. His wife who was on the music staff composed our Alma Mater. By 1918 the music program was expanded to a three year course with majors offered in singing, violin, piano, organ, and supervision. Student music groups included the Conservatory Orchestra, Choral Society, Madrigal Club of Women, and a Mandolin Club. The name was changed from Conservatory to Department of Music in 1922 and the offerings in music appeared under two general divisions; (1) training courses of two and three years in public school music, and (2) a curriculum designated as "Collegiate Music".

With a decade of leadership under John W. Neff, which began in 1925, many significant achievements were made: The first full four-year course in music for public school teachers and supervisors of music was established in 1926. Twelve semester hours of student teaching and observation were required, a part of which was to be in public schools off the campus. In general, the entire trend of the music department courses was away from the conservatory and tutorial idea to the modern needs of education.

**Trends in Music Education.** The new trends in music education and curricular enrichments continued under a decade of leadership by Irving Cheyette (1938-48) and his able staff. Instrumental and vocal music was broadened to introduce class teaching. Also, many significant American Composer Festivals were sponsored.

The present administration of the department of music education has added a few new features onto the solid foundations of the past. The present curriculum aspires to train a well balanced, versatile, public school music teacher with as much specialization in instrumental music as vocal. There is an emphasis upon performance and at the same time a relaxation of requirements (basic minimums plus electives). Annual events offered as professional aids to the music teachers and supervisors of western Pennsylvania are; Pennsylvania Symposium in Music Education (demonstration lessons and forums in the teaching of elementary school music), High School Band Day, High School Orchestra Day, and High School Choir Day. A complete celebration of National Music Week presents one or two concerts each day of the week.

The present staff together with their teaching specialties, and the year each began service follows.

Lola A. Beelar (1925) Supervisor of student teaching in the public schools of Indiana.

Aagot M. K. Borge (1929) Supervisor of student teaching in vocal music in the College Laboratory Schools.

Robert W. Burggraf (1945) Supervisor of student teaching in instrumental music in the College Laboratory Schools.

Agnus M. Bothne (1946) Voice, Women's Glee Club.

Catherine C. Carl (1945) Organ, Piano, Theory.

Charles A. Davis (1942) Theory, Orchestration, Male Chorus.

Gladys Dunkelberger (1945) Voice, Vocal Ensembles.

Thomas J. Hughes (1936) Piano.

C. David McNaughton (1948) Brass instruments, Theory, College Band.

Mary H. Muldowney (1935) Theory, College Choir.

Pearl R. Reed (1922) Violin, String Ensembles.

Laura M. Remsberg (1926) Voice.

Clel T. Silvey (1948) Musicology, Music Education, Director of the Department.

Lawrence C. Stitt (1931) Woodwind Instruments, Conducting, College Symphony.

Arvilla Terrell (1946) Music Education courses for the classroom teacher (Elementary majors).

## THE SCIENCE DEPARTMENT

Dwight Sollberger, Head

Science has always occupied a prominent place in the educational program at Indiana. A surprising variety of courses was listed in the old catalogs. Students in the Scientific and Classical Courses were required to take Chemistry, Physics, Botany, Zoology, Mathematics, Astronomy and Geology. Four courses were on the required list for those taking the Elementary program.

Science was also much in evidence in the Model School. Here the graduating class of the Normal School was afforded the "opportunity to put into practice the most correct theories and methods of instruction. The course of instruction comprises the usual branches taught in common schools together with the elements of Rhetoric, Natural Philosophy, Physiology, Chemistry, Botany, and Natural History."

**First Instructors.** In 1885 Albert E. Maltby came to Indiana to teach the Natural Sciences. He stayed until 1888 when his place was taken by Samuel C. Schmucker. Proof of Professor Maltby's ability was evidenced by the fact that he later became Principal of the Normal School at Slippery Rock. A modern library erected in 1936 at Slippery Rock was named in his honor.

No account of the history of the science department would be complete without a tribute to Samuel C. Schmucker who was professor of Natural Science from 1888 to 1899. At this time the Nature Study Movement was well under way, and Dr. Schmucker's great interest in science for young people later resulted in a book dealing with the teaching of Nature Study. His book was considered an outstanding one, and many of the ideas expressed therein are still regarded as modern for those who would teach science at the elementary level.

An examination of the course requirements in 1918, two years before Indiana came under the control of the Commonwealth of Pennsylvania shows that Botany, Zoology, Chemistry, Physiology, Agriculture, Nature Study and Physics were required for the Regular Teachers Course. At this time the science staff consisted of four teachers in addition to those persons teaching science in the Domestic Science Department. The changes in the courses during the early years of the century were principally in the direction of less formalized training of the mind to a more functional approach.

When Indiana became a degree-granting institution, further changes in the science program were made. The increased demand for specialization had created new departments whose specialties required little scientific background. Science requirements were thus not nearly so all-inclusive as they had been formerly.

Science specialization first became possible in 1926 with the degree curricula. Six hours of science were required of all students planning to teach in Junior and Senior High Schools. Increased emphasis on science in the public schools brought increased education required for the teachers. By 1942 twenty-four hours of class-work were required for specialization in Biology, Chemistry and Physics. A total of thirty hours of credit were required for specialization to teach General Science. These are the present requirements.

**Growth of the Physical Plant.** Facilities for the courses in science during the early years were usually adequate for that period. Laboratories were provided for the various courses, and the catalogs of that time emphasized the necessity of students having individual experiences with the materials of the course. The laboratories were located, of course, in the original building. These were moved to Leonard Hall in 1903, where they have remained until the present time.

In 1930 a Chemistry laboratory was added in Leonard Hall in addition to the one already there. In 1940 a large portion of the Biology and Physics was moved to the basement of Leonard Hall, but due to the war emergency, it was impossible to equip these rooms with the facilities present in the above mentioned laboratories.

In 1947 with the influx of students it became necessary to build a temporary frame building on Grant Street to take care of the growing needs of the Biology program. This building is now being used and consists of three laboratories, storage rooms, and three offices for faculty members. These facilities are providing for the science education needs of approximately nine hundred students each semester taking a total of twenty science courses.

**The Science Staff.** As the science program at Indiana expanded, increases in the staff were also necessary. Dr. Thomas Smyth was the first head of the Science Department, after Indiana became a college, and much of the growth of the science program between 1928 and 1947 was due to his persistent efforts to build a department commensurate with the traditions of the college for high scholarship. In the years immediately preceding the formation of the Science Department, Mr. Wilbur Emmert taught many of the science courses given at that time.



By 1947 the department consisted of eight staff members, five of these holding doctors' degrees in their respective specialties. The program today has changed greatly from the formal discipline program of the late 19th century. Courses are now specialized to equip students not majoring in the sciences to adequately understand the scientific method in its relation to society as well as to understand the materials and phenomena of their environment; to provide prospective teachers of science both at the elementary and secondary level with the requisite knowledge, skills, and attitudes to teach science to young people of the public schools of Pennsylvania.

## THE SOCIAL STUDIES DEPARTMENT

Walter M. Whitmyre, Head

There is very little available material dealing with the Social Studies field at Indiana Normal School before the twentieth century. The catalogs of the school from its founding to 1900 give scanty information.

Jane E. Leonard seemed to be the first teacher of history. She was listed as Preceptress, and also as professor of Geography and History. Other teachers of history whose names appear in the catalogs of this time are George S. Fisher, Elvira Marquis, Elizabeth Peabody, W. G. Robertson, Aubrey M. Hammers.

The curricula offered during this period consisted of the Elementary, the Scientific, and finally the so-called Regular Normal Course. The history subjects of these curricula always consisted of general or world history which emphasized ancient, medieval, English and modern or recent times. The other field was that of United States History (Barnes) and Civil Government.

About 1890 the catalog announces the use of the German Seminar Method at Indiana. This method had been functioning successfully at Johns Hopkins University for several years.

**The Turn of the Century.** From the opening of the 20th century to World War I, under the leadership of Dr. Waller and Dr. Ament, there is much more emphasis on the field of Social Studies. The two outstanding personalities of this period were Dr. Albert K. Heckel and Mr. William Jack. Dr. Heckel came to Indiana in 1907. His students always refer to him as a brilliant scholar and a remarkable teacher. After leaving Indiana in 1913, he was Dean of Lafayette College. Later he became Dean of the Liberal Arts College of the University of Missouri.

Mr. William Jack was well known throughout western Pennsylvania. He had been an outstanding athlete at Yale and at Indiana he became Preceptor and teacher of Greek. When this subject was dropped from the curriculum, he entered the Social Studies field and succeeded Dr. Heckel in 1913.

Other teachers of history listed from 1900 to 1918 were the following: Harriet Crichton, Elizabeth Walsh, Elizabeth Crawford, Beulah Mulliner, Ella Agard and Edith K. Greenlee.

General world history consisting of ancient, medieval, modern and English, and the history of the United States seemed to have the greatest emphasis during this time. The latter was divided into two periods with the War of 1812 the dividing point. Civics was taught as a separate subject and a course in Methods in History and Geography were added.

During the fifteen years following World War I great changes were inaugurated at Indiana. Dr. Keith followed Dr. Ament in 1917 and was in turn succeeded by Dr. Foster in 1927. An entirely new curriculum was adopted for the normal schools in 1921, and soon afterward only high school graduates were admitted.

The 1921 curriculum gave much more emphasis to Social Studies than did the previous one. New subjects such as Educational Sociology and Social and Industrial History of the United States were introduced. Provision was also made for the training of Social Studies teachers at the secondary level. Majors were required to complete 32 hours and minors 24 hours.

Mr. W. M. Whitmyre took over the position held by Mr. Wm. Jack upon his resignation in 1918 and has continued to the present time as Dean of Men and Head of the Social Studies Department. Miss Ethel Belden came to Indiana in 1926 and in 1930 Mr. C. M. Johnson became a member of the Department. Both of these people are members of the present staff, which has now increased its number to seven.

Dr. Ralph Heiges came to Indiana in 1936 and taught in the department until 1942 when he became Dean of Instruction. He continues to teach a course occasionally. Dr. Heiges also served for a year as acting President of the College. Miss Florence Wallace joined the faculty in 1938 and in 1940 became a full time Social Studies instructor. Dr. Dorcas Hall became assistant Dean of Women and a part time teacher in 1942. Dr. Ralph Cordier is the newest member of the department and rounds out the staff.

The curriculum of 1935 imposed upon the department two major functions. First it made the department a service agency

in the field of social studies for the other divisions of the college. Certain subjects are required from practically all students such as United States History before 1865, History of Civilization, and American Government. The second function is the training of Social Studies teachers for the public schools of the state of Pennsylvania. To help turn out well qualified teachers many new elective courses were added.

**Professional Organizations.** During recent years the department has sponsored a number of professional organizations. Included here are (1) the Inter-Collegiate Conference on Government which studies state and national problems and discusses these at a state meeting at Harrisburg and (2) the International Relations Club which provides an opportunity for understanding and discussing world affairs. This club is sponsored by the Carnegie Foundation for Universal Peace and each year sends delegates to the Middle States Regional Conference. These organizations exemplify the purpose and ideals of the whole department which are to help develop social competence and intelligent and responsible citizenship.

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Annual Swingouts in May are always impressive at Indiana



## KEITH SCHOOL

(Model School, Training School, Laboratory School)

John E. Davis, Director

The John A. H. Keith Laboratory School of 1950 has its roots in the beginning of the Indiana Normal School of 1875. Edmund B. Fairfield in his report of September 15, 1875 to J. P. Wickersham, the State Superintendent of Public Instruction wrote:

"The attendance during a first preliminary term of ten weeks was 148 in the Normal School, and 80 in the Model School; and very commendable interest was manifested by all classes and obvious improvement by nearly every pupil."<sup>1</sup>

Like the Normal School the growth of the Model School was slow but steady and the school continued to exert an increasing influence in the borough of Indiana and in the more distant regions to which its well trained teachers carried the high standards maintained in the Model School and advertised the Normal School as an institution where teacher training was equal or superior to the best that could be found in Pennsylvania.

The persons serving as head of the campus training school moulded the school to fit the times. The contributions of these heads are more fully indicated under the section Administrative Organization.

**Growth of the Physical Plant.** When the Model School was opened in 1875, it was housed in John Sutton Hall, the main and oldest building on the present campus. In 1893 the Board of Trustees erected to the north of the main building, the Model School and named it in honor of their third president, the A. W. Wilson Hall. When the Junior High School Department was started in 1921 it was housed in Leonard Hall. However, with the completion of a large Laboratory School building located east of Wilson and Leonard Halls, the new building was able in its physical plant to correlate the best teaching trends with the plant that housed it.

**Curriculum Changes.** By necessity and through vision, the curriculum has changed in conformity to the needs of the times. With its purposes — "to afford the members of the senior class an opportunity to put into practice the principles of education which had been emphasized,"<sup>2</sup> the Training School of eight grades and 225 students, supervised by four critic teachers in 1907, was teaching Reading and Literature, Language, Nature Study, Geography, History, Arithmetic, and Spelling.

1. Report of the Superintendent of Public Instruction, for the year ending June 1, 1875. B. F. Meyers, State Printer, Harrisburg, 1875, p. 275.

2. 33rd Annual Catalog, Indiana Normal School, Vol. 1, June 1907, No. 1



With the establishment of the Junior High School Department in 1921, the scope of student activities was enlarged. A Student Council was started in 1924 and four clubs were organized.<sup>3</sup> These included Science, History, Citizenship, Choral and World Wide Science Clubs. In the same year the first edition of **The Arrow**, the training school yearbook, was published. A constitution for the Student Council was completed in 1928<sup>4</sup> and remained in force until the revision of 1948.

The emphasis in the Keith Laboratory School today is on the promotion of individual responsibility. For this reason, the students through such committees as the Student Government, Athletic, Publicity, Dance and Game Hour, Assembly, Bulletin Board, and others are developed in leadership powers and civic attitudes.

The Academic and Commercial Courses are taught with close cooperation existing with the college departments. Considerable instruction in languages, art, music, etc., is still done by members of the college departments.

The Junior High School Department has a band, orchestra, and choral groups. Intramural sports are engaged in for the physical benefit of all. Inter-scholastically the school has its own basketball team which has an enviable record—reaching the finals in the County Tournament of 1948 against high school competition. Instead of the four clubs listed in 1924, the Junior High School Department today has 10 including Hi-Y and Tri-Hi-Y Clubs, and the first state recognized Junior History Club in Indiana County; chartered in 1948. In the following year a Junior Red Cross Council was organized.

**Departments and Teaching Personnel.** At various years since 1875 the number of students in the campus school has been:

1875 .....	80	1907 .....	227
1878 .....	112	1920 .....	225
1879 .....	99	1949 .....	386
1886 .....	142		

Included in the total for 1949 are the 162 Junior High School students in grades 7-10.

The students have attended a school of varied names. From 1875 to 1907, it was called the Model School. From 1907 to 1943, it was the Training School, and for six years it was called the Laboratory School, but on April 7, 1949 when the new buildings on the campus were named, it received the present title—The John A. H. Keith School.

3. *The Arrow*, Indiana Training School. Vol. 1, No. 1, May 1924, p. 7

4. *Ibid.*, Vol. IV, No. 2, April 1928, P. 2

When the Model School was established, there were two departments—Grammar and Primary and \$5.00 a term was the tuition charge. In 1879 a third primary was added, and in the following year, the classes were divided A B C D E. Seven grades were in the school in 1882 and in 1893 the eighth grade was added. This organization lasted until 1907 when a ninth grade rounded out the grades. It was not until the fall of 1941, under Mr. John E. Davis, that a tenth grade was added.

However, in 1920, the ninth year was set aside and the Junior High School Department—so called—came into being. Miss Amy Gray, who came to the Training School in 1912, became head of the department and served in this capacity until her retirement in 1945. At present Dr. John R. Sahli is in charge. In addition to Dr. Sahli who also supervises citizenship and World History, the supervising teachers are Miss Lois Blair, English; Miss Ethel Couglin, English and History; Mr. Earl S. Hoenstine, Geography and Sciences; and Miss Kathryn O'Toole, Latin and Mathematics.

The teachers in the Kindergarten and elementary division are Miss Helen McLean, kindergarten; Miss Alice St. Cair, Grade 1; Miss Irene Kough, Grade 2; Mrs. Elfa Porter, Grade 3; Miss Martha Zimmerman, Grade 4; Mrs. Mary Swarts, Grade 5; Mr. P. D. Lott, Grade 6.

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Keith School youngsters learn and entertain

# ATHLETICS

George P. Miller, Director

Records for the first quarter-century of Indiana athletics are very limited. We do know, however, that before the turn of the century, Indiana Normal boasted some fine football and basketball teams. Indiana's chief rivals included Kiski, Jeannette, Latrobe, Johnstown and other high schools in the district. Impetus was given to Indiana's sports as her athletes became well known at degree-granting schools. The yearbook of 1897 recognized "that many of the best players on the Big Elevens in this part of the State received their first training on the Normal gridiron." Mr. Harry Phythyon appears to be the only Physical Education Director devoting most of his time to sports.

**First All-American Coach.** In the second quarter-century, the renown of Indiana Normal was extended through its fine teams. Also several well known coaches worked with athletics at Indiana. One of these early athletic coaches was Edwin K. Wood, D.D.S. He had been an All-American end at Penn State and had starred in baseball. Later he played with the Latrobe Professional Football team.

Mr. L. O. Kirberger, graduate of Washington and Jefferson, was named coach in 1910 and won the Interscholastic Baseball Championship of Western Pennsylvania. Indiana also boasted of having the champion one-mile relay team that same year.

Malcolm Smith was captain of the 1911 football team and Don Martin played third base and starred as captain on the 1911 nine. Mr. William Foreman and Mr. William F. Smith were the coaches of the 1911 team. William F. Smith, a graduate of Indiana, served in several capacities on the Indiana campus. He was manager of athletics from 1910 to 1913, bookstore manager for several years, and later became coach of football turning out several championship teams.

In 1912 Mr. Frank Mt. Pleasant became the second All-American to coach at Indiana. He had also been a member of the Olympic track team in 1908. Frank S. White was captain of his football team while William Brickley was the pitcher and captain of one of his baseball teams. A local boy, John Trainer starred at shortstop on this same baseball team.

Mr. William J. Jack, Preceptor and Coach of track, established a commendable record during his several years of coaching. The track teams under his tutelage won several championships. R. A. Carroll established a world's record for 60 yard dash in 6-1/5 seconds at Duquesne Gardens. The following track records were made up to the year 1915:

100 yard dash	Carroll	9 4-5 sec.	1914
220 yard dash	Carroll	21 2-5 sec.	1914
440 yard dash	Carroll	50 sec.	1915
880 yard dash	Zener	1:59 4-5	1914
Mile run	Zener	4:50 2-5	1914
2 Mile run	Steele	10:20	1914
120 Yard Hurdle	Myers	15 3-5 sec.	1911
220 Yard Hurdle	Myers	25 4-5 sec.	1912
High Jump	Costaneda	6' 1-2"	1912
Broad Jump	Wilson	22' 0"	1912
Shot Put	Siemon	46' 7"	1914
Hammer Throw	Siemon	144' 8"	1914
Discus	Siemon	127' 0"	1914
Mile Relay		3:29 4-5	1914

The years 1916 and 1917 appear to have produced championship seasons in football. The 1917 scores were one-sided under the captaincy of Frank Jahovics.

Indiana	141	Edinboro Normal	0
Indiana	104	Clearfield High Sch.	0
Indiana	98	Carlisle Indian Res.	0
Indiana	106	Bellefonte Academy	0
Indiana	40	Kalamazoo Normal	0
Indiana	0	Pitt Freshmen	7
Indiana	35	West Virginia Res.	0
Indiana	53	Amity A. A.	0

Mr. Ralph L. Talbot coached the 1915 basketball team and Bill Smith's 1915 football team was acknowledged champion of Normal Schools.

The college catalog in 1914 boasted of the athletic prowess of the teams, at the same time pointing out the lack of financial assistance in these words: "this institution pays nothing to the men on its teams directly or indirectly, and all such men must be bona fide students. Our men play for the love of the sport and the glory of Indiana."

In 1918 Mr. Walter Whitmyre took Mr. Jacks' place as Preceptor. He coached football after Bill Smith joined the armed forces. Charles Gold was captain of the 1918 team. Coach Whitmyre's 1918 baseball team had a very successful season, winning 11 and losing only 1 game.

The track team won the mile relay at the Penn Relays, winning over such teams as Franklin Marshall, Bucknell, Carlisle, Get-



tysburg, Washington and Jefferson and Stevens Point Normal School. Bush ran his quarter in record time of 49 3-5 seconds.

The 1918-19 basketball team had such illustrious stars as Captain Glassford, Bellack, Ruddock (present member of the Board of Trustees), "Dutch" Campbell, "Butch" Bath and Haley. Their record for the season was 12 wins and 4 losses. Miss Sara Bevan, now Mrs. Ward Johnson, captained the 1919-20 girls' basketball team and this team won 8 and lost only 2 games.

Mr. Charles Ruffner was made head coach in 1923. Coach Ruffner was graduated from Indiana Normal in 1917 and from Grove City in 1921. His 1924 football team scored 289 points to their opponents 6 points against such teams as Conemaugh, Windber High School, Altoona Apprentice and others. Coach Everett Sanders' one mile relay team won the Normal School Championship at the Penn Relays in 1925. John Alexick, Norman King, Pat Patterson and Clair Borland were the members of this successful team. This completed the second 25 year period of proud achievement in sports at Indiana Normal.

**The Third Quarter-Century.** The last twenty-five years find the Indiana Normal School changing to the rank of a college. High schools are no longer on her schedule. Teachers colleges and other nearby colleges appear as opponents. The shift in emphasis in Health and Physical Education from formal classes to activities and games caused an increase in the number of sporting events. Boxing, wrestling, swimming, golf and soccer became a part of the program.

In the decade from 1925 to 1935 Indiana State Teachers College boasted of many winning teams in football, basketball, baseball, track and tennis. Mr. George P. Miller came to Indiana in 1926 as head coach and continued as such until he relinquished some of these duties in the early 1940's. The 1934 football team went through the season undefeated and became the mythical champions of Pennsylvania. The following 1935 basketball season was equally as impressive with the 11 wins out of 15 games and winning the State Championship. Among the stars that played that year were Woodring, Fulton, Sutila, McDowell, Dick, Groskos, Errigo, Becosky, and Greene.

Again in 1940 Indiana boasted another undefeated championship football team. This team was coached by Miller, Ewing, Prugh and Timmons. Football and other varsity sports were discontinued during the war.

Mr. Lewis Shaffer was added to the coaching staff to assist with football and coach wrestling and track. Wrestling clinics

were instituted by Coach Shaffer and in the last one, the clinic was high-lighted by a match between the University of Pittsburgh and Indiana. Indiana won this match by a score of 16 to 12. After Coach Timmons resigned to join the football coaching staff at the University of Pittsburgh, Mr. Regis McKnight came to his Alma Mater as head coach of basketball.

Mr. Samuel Smith arrived on the campus during the fall of 1949 and won half of the football games played during his first season as coach. He coaches baseball and also supervises the intramural basketball league. Mr. Trevor Hadley and Dr. Rhodes Stabley have assisted recently in coaching tennis and golf respectively.

The Memorial Athletic Field during the past year has undergone some decided changes. Mr. Nick Kovalchick erected a fence around the field, and an electric scoreboard was built along with some permanent bleachers. The local American Legion Post donated a flag pole and many other donors among the alumni and Varsity "I" Club have contributed funds to beautify the grounds with shrubbery and trees. A track and baseball diamond have been laid out and it is hoped that Indiana will soon boast some all-weather tennis courts.

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The Oak Grove—past, present, and future— always beautiful

## PUBLICATIONS

Arthur F. Nicholson, Coordinator

Publications at Indiana have mirrored and interpreted local educational history from the earliest days of the Normal School to the present College era. In the 75th year, Indiana's list of publications now includes the annual catalog, the summer sessions bulletin, and two special bulletins as prescribed by the Board of Presidents of Pennsylvania State Teachers Colleges. Other publications are the Penn, weekly newspaper; the Oak, annual year-book; the Cooperative Art Exhibition Catalog; the Indiana Student Writes, original writing of students; Faculty News, a weekly publication for the College instructional and administrative staff; and the Daily Bulletin, daily notices of college events. In addition there are occasional special leaflets, booklets, and the traditional commencement season programs.

**The Annual Catalog.** The oldest of all college publications is the annual catalog, the first of which, printed by W. F. Geddes' Sons of Philadelphia, appeared in the summer of 1875. The early catalogs provide delightful browsing in Indiana tradition, revealing both interesting atmosphere and entertaining details. While many of the rules and regulations outlined in the early publications provide amusement in the light of mid-twentieth century folkways, these informative sketches reveal Indiana as a College thoroughly devoted to the high purpose of providing an excellent educational environment.

Few outstanding changes in catalogs occurred in the first quarter century. Lists, calendars, committees, faculty, courses, and routine announcements were carried from year to year. A picture of the original John Sutton Hall was carried in every catalog except that of 1883-4. The fifteenth annual catalog, 1889-90, was the first to carry pictures in addition to those of the original building. In the 20th annual catalog, 1894-95, there appeared a panoramic view of John Sutton Hall, the Boys' Dormitory and the Model School. The 1895-96 volume contained the first picture of an athletic team—ten baseball players in uniform. In subsequent catalogs pictures became more and more frequent; the 24th catalog contained eighteen pictures. By the turn of the century catalogs used a variety of photographic work and an enlarged format.

**Bulletin Program Expanded in Ament Administration.** Beginning with the 1907-08 catalog, Indiana publications were greatly expanded. While the general information was of much the same variety as before, 156 pages were given to a detailed description of courses. The artistic appearance of the book was greatly improved and the edition carried 140 illustrations including 9 full page pictures and 17 color pictures.



It is probable that Indiana catalogs have never surpassed the beauty they attained during the years following 1907 and extending through to 1917. Dr. James Ament was much in favor of artistic work and permitted a school magazine committee wide latitude in art effort and financial expenditure. While the committee responsible for the publication varied slightly as to personnel from 1907-1917, three persons—John James, professor of physics; Jane Leonard, professor of English and preceptress; and Jean R. McElhaney, art instructor—were members during the entire period.

**The Normal Herald.** With the 37th volume, the annual catalog (1911-12) became the one of the four quarterlies issued annually by the school as the Normal Herald. The 43rd catalog in 1918-19 stated that in addition to the annual catalog, the Indiana State Normal School published the Indiana Book of Information, a students' handbook, an Alumni Directory, and the Normal Herald issued four times a year—one issue to be the annual catalog; another a music department catalog; and two Alumni issues.

The Herald which had originated in 1895 was continued then as a quarterly until June, 1927, when present State Teachers College Bulletin practices were developed. With the 54th catalog in 1929-30 the format became the familiar pattern now used.

Summer School Bulletins have been published annually as such since about 1923, the date on the first volume available in the College Library. All of these have followed the familiar format. In 1928 the summer school bulletin became one of the Teachers College Bulletins issued on a quarterly basis. In 1936, summer bulletins began to lighten up and contain more pictures. Since then, with the exceptions of 1940 and 1941, these bulletins have emphasized photographs of campus buildings on the covers and have acquired much more eye appeal in general make-up.

Under the new Teachers College Bulletin regulations, Indiana has twice yearly as part of the quarterly program issued bulletins on special phases of teacher education at Indiana. The special bulletins reflect changing attitudes on education over the past two decades. Most notable of the special bulletins was the Alumni Directory (Vol. 46, No. 3) August, 1940, which on more than 400 pages contained an alumni registry of about 10,000 names and a 25 page history of the College by Dr. M. J. Walsh, then Dean of Instruction.

Recent special bulletins have emphasized eye-appeal in format and the last four are entitled Summer Workshop Theater (August, 1948), Education For Home Living (November, 1948), Creative Art (August, 1949), and And Gladly Teach (Elementary Education in the Keith School, November, 1949).



**Penn, The Student Newspaper.** Through 21 years of development beginning in September, 1928, The Indiana Penn, a four-page student newsweekly, has acquired a prestige seldom accorded a college publication. In the last seven years the Penn has become one of the freest uncensored college newspapers in the country. Student editors elected by the student council assume full responsibility for publication. While the Penn has long been awarded good ratings in competitive judging in collegiate press circles, in the last two judging periods of the Columbia Scholastic Press Association, the paper has been awarded top medalist honors, and in similar competition All-American Rating by the Associated Collegiate Press.

The Penn is an important factor in college life at Indiana and although strictly a student publication has on several occasions devoted special issues to Alumni News. Since the abandonment of the Herald, Alumni interests have no continuous news medium. Several excellent news enterprises were carried through by Alumni groups in the years between 1928 and 1949, but none of them remained as continuous publications.

As befitting a 75th Anniversary Year, the General Alumni Association has authorized the start of a continuous Alumni news bulletin. The first issue was published in December, 1949, and the second is the current volume. It is anticipated that two Alumni news volumes will be published each year hereafter until such time as a quarterly may be feasible.

**The Annual.** During all the years of Indiana's existence, there have been annuals of various types. "The Clionian," "The Empanda," and the "Instano," were examples of senior yearbooks. In recent years these various types have become standardized and "The Oak" as an annual yearbook represents the entire school.

A copy of Volume I of the Clionian published in 1888 by the Scientific Class of the State Normal School and autographed by Jane E. Leonard is available in the College Library. R. M. Wilson is listed as managing editor and W. H. Sproull and Harry Nesbit as assistant editors. The Empanda of 1897 with Ralph Clinton McComish as editor-in-chief is labeled as having been published by the first class to attempt anything so original. The earliest Instano was printed in 1912 with Arthur M. Stull as editor-in-chief and Charles J. Margiotti as business manager. Instano in its 14th volume was issued in 1925 as a 50th Anniversary edition.

The Oak, successor to the Instano in the latter part of the 1920's, will be issued in 1950 as a special 75th Anniversary edition. The Oak has through the years been an outstanding event in Indiana State Teachers College life.

**Creative Writing and Art Bulletins.** The Scroll of 1929, published by the Penn and Scroll Club, is described as the first publication of creative writing at I.S.T.C. Volume II was published in 1931 by the American College Quill Club and seven subsequent volumes appeared under its direction. After 1943 Quill was abandoned. However, a creative writing project was resumed under the sponsorship of the English Department with the publication of "The Indiana G.I. Writes," in September, 1947. Subsequent editions entitled "The Indiana Student Writes," in December, 1948, and December, 1949, have been published.

Since the beginning of the First Annual Cooperative Art Exhibition April 15 to May 29, 1944. the Art Department has annually issued a catalog publicizing the event. The first three editions were a small modest, leaflet type. Volumes IV to the 75th Anniversary edition Volume VII have been increasingly attractive bulletin formats.

Records indicate that there had been student handbooks at Indiana from time to time. However, no copies are on file here dated earlier than 1928. Volume 1, 1928-29, was published by the Y.W. and Y.M.C.A. Since 1938-39, Volumes 11 to 22 have been published by the Student Council. This publication containing general information of interest to students of the college was known as the student handbook until Volume 20, 1947-48, when it adopted the name "The Cue." Volume 22, 1949-50, is the 75th Anniversary Edition.

For the most part, printed publications at Indiana have performed the duty for which they were intended, that of keeping the various publics of the College informed. With the passing of years, they have provided an invaluable record of the personnel, the setting, and the educational directions of the College over a 75-year-period.

# THE ALUMNI AND THE ALUMNI ASSOCIATION

Mary L. Esch, Executive Secretary

The first reference to the "Alumni" of the Normal School appeared in the annual catalogue for 1878-1879. This catalogue carried the names of persons graduated in the classes of 1875 to 1879. Similar lists of graduates appeared until the catalogue for 1886-1887, when addresses were published in addition to the class lists. The list of graduates for the first time took on the form of a directory in the catalogue for 1907-1908. It included an alphabetical list of all graduates with their graduation year, followed by the class lists with the address and occupation of each graduate. The policy of publishing lists of graduates by classes and also the alphabetical list with the alumni officers was continued until 1918.

**The Alumni Association.** The minutes for a meeting held July 14, 1880 is the first record of an alumni meeting. Reference, however, is made to an earlier meeting and to a previous election of officers. In the minutes for the July 1883 meeting the appointment of a new committee on Constitution is noted. This committee, Elma Ruff, (1883), A. J. Dill, (1879), and Samuel M. Davis, (1879), drew up a Constitution which was presented to the Association and adopted in July 1884.

The Constitution stated that the name of the organization shall be "Alumni Association of the Indiana State Normal School at Indiana, Pennsylvania"; the motto—"opus finis probat" (the end proves the work); it provided for a president, a vice president, a secretary, and a treasurer to be elected by ballot at the annual business meeting, each to serve a one year term and not eligible for reelection. All graduates were elected to membership and the dues were twenty-five cents per year to be paid into the treasury by members present at the annual meeting. The Constitution also provided for the following committees, each with three members and specified their duties:

1. Executive Committee—to make arrangements for annual meeting and inform members of the Association of time and place
2. Program Committee—to make out the program for the next annual meeting
3. Banquet Committee—to make all necessary arrangements for the annual banquet of the Association

The annual business meeting of the Alumni Association was held each year during the commencement season and until the 1920's was followed by a gala alumni banquet in the evening.

**Alumni Bulletins and Directories.** For many years the Normal Herald was published quarterly by the Trustees of the State Normal School and mailed to all graduates. It was a newsy publication in pamphlet form, usually about 32 pages, and carried reports of class reunions, achievements of graduates, marriages, births, deaths, and so forth. Some time after the State assumed ownership and control of the Normal School, probably about 1928, this publication was discontinued on the ground that payment for such a bulletin could not be considered a legitimate State expenditure.

There was a need for an alumni directory after 1918 and to meet this need a directory of 228 pages was published in 1922. The work of securing the data was done by the following staff members; Jane M. Ackerman, Director of the Training School; M. C. Gordon, Assistant Professor of Mathematics; Jane E. Leonard, Preceptress; Mrs. Malvina Riddle, Training Teacher; Edna B. Smith, Associate Professor of English; Hope Stewart, Dean of Women; and J. P. Wiley, Assistant in Mathematics. A second directory, a volume of over 400 pages, was published in 1940 under the chairmanship of Dr. M. J. Walsh with the help of the following persons who formed the editorial board: Dr. Leroy A. King, Ex officio, Dean Florence B. Kimball, Dean W. M. Whitmyre, Inez Buchanan, Mary L. Esch, Vera Simpson, and R. F. Webb. Both the 1922 and 1940 directories carried class lists of alumni with the occupation or position and address of each graduate so far as it was possible to secure this information, and alphabetical list of graduates with the year of graduation, and other valuable information. A Historical Review written by Dr. Walsh was also included in the 1940 directory.

**Gifts.** The first gift to the Normal School from the Alumni Association was the portrait of Jane E. Leonard which was purchased for \$669.63 and was presented at the twenty-fifth anniversary celebration in 1900. The portrait now hangs in the main corridor of John Sutton Hall. For many years reunion classes contributed money for class gifts to the college when they returned for graduation anniversaries, and later graduating classes arranged for their gifts before leaving Indiana. Among these gifts were the flag pole and drinking fountain in front of Leonard Hall, the stage curtains in John Sutton Auditorium, the sun dial, the bronze name plaques on the buildings, the gates and lights at the Eleventh Street entrance to the campus, the lights at other campus entrances and at north steps of John Sutton Hall. The College Library has received books and money to purchase now books from Alumni



Units, from individuals, and by bequests. These books have sometimes been designated as memorial gifts honoring a deceased friend, classmate, or a member of an Alumni unit.

**The Loan Fund.** The idea of establishing a loan fund seems to have developed in a conversation between Preceptress Jane E. Leonard and David Ira Johnston, (1899), at that time a young lawyer with promise of success. It appears that Mr. Johnston asked Miss Leonard to tell him the desire nearest her heart. Miss Leonard replied, "I want some way to help the fine young people who want an education but who cannot afford to come to school." "Very well", said Mr. Johnston "let us start a Loan Fund. Here is the first contribution." Principal John A. H. Keith at the Alumni meeting on June 24, 1919, then urged the establishment of a loan fund for the purpose of aiding worthy students. The Alumni Committee appointed to work with the administrative officers of the college on the details of the plan consisted of Mr. Johnston, Dr. Leonard Smith, M. C. Gordon, and Miss Leonard. This committee solicited all graduates for contributions to the Alumni Loan Fund and reunion classes contributed toward the fund from time to time when they returned on graduation anniversaries.

At a meeting of the Alumni Association in May 1931, the name "Alumni Loan Fund" was changed to "Jane E. Leonard Memorial Student Loan Fund." The amount in the fund at that time was about \$9,000. M. C. Gordon, who had served as Treasurer of the Loan Fund from 1919, resigned and Mary L. Esch was elected Treasurer by the Alumni Association. The Dean of Men, the Dean of Women, and the Dean of Instruction were named as the committee to handle all applications for loans and in general to act as a governing board. In May 1939, the Alumni Association recommended the appointment of an alumni representative to the board. The recommendation was approved and Florence Wallace was elected as the alumni member of the Leonard Loan Committee. After the reorganization of the Alumni Association in May 1933, a definite drive was made to increase the loan fund and this was the project of the Association until 1940. The Leonard Loan Fund now amounts to \$23,000 and it has been used by several hundred students. However, during the war years, when it was necessary to use student help at the college, many students preferred to work rather than to borrow money which had to be repaid. With full-time employees available, many more students are again using the loan fund.

**Reorganization.** In 1933 it was suggested that the Alumni reorganize on a unit plan. The suggestion met with the approval of President C. R. Foster and a committee made up of Dr.

M. J. Walsh, Dean of Instruction; Dr. J. M. Uhler, Teacher of Education; Inez Buchanan and Vera Simpson, teachers in the laboratory school, both Indiana graduates and actively interested in the Alumni Association, worked out a plan and presented it with a new Constitution for the General Alumni Association at the annual Alumni meeting in May 1933. The plan together with the Constitution was approved and with some revisions is still in use.

The aim and purpose of the association as stated in the constitution is to promote the general interest and welfare of the State Teachers College at Indiana, Pennsylvania; to advance the professional interest of its members; to maintain and promote higher educational standards; to foster a closer relationship among its members; and to perpetuate and increase the Jane E. Leonard Memorial Loan Fund.

The Constitution provides for a president, a vice president, and a secretary, each serving a two-year term, to be elected at the annual business meeting of the Association, and for a treasurer to be appointed by the president. Later the president was given authority to appoint a parliamentarian if he wishes to do so.

It also provided for local units or branches to be formed wherever a sufficient number of alumni are located to make such a unit possible, and for an executive council; the executive council to be made up of the officers of the association, the president of the college, the Dean of Women, the Dean of Instruction, and representatives of the local units on the basis of one delegate for each forty members or fraction thereof; and annual dues of twenty-five cents per member. The basis for unit representation was later changed to include the president of each local branch and one delegate for each twenty-five members; the Dean of Men was made a member of the Executive Council; and dues were raised to fifty cents per year. The executive council now meets twice each year—on Homecoming Day in October and during the Commencement season in May, prior to the meeting of the General Alumni Association which is held on Alumni Day.

All persons graduated from any of the curricula prescribed by law for the State Normal School or State Teachers College are regular members of the Association and it is the duty of each member to pay annual dues of fifty cents into the central treasury.

Annual Alumni Bulletins were published in 1934, 1935, 1937, 1938, and 1939. Alumni dues at that time were only twenty-five cents per year and the cost of bulletins made it impossible to continue even one issue per year. The Indiana Penn has carried alumni news at Homecoming in October and the Commencement issue has

for several years carried an alumni news section. It is hoped, with Life Memberships available that the Association can finance one or two Alumni News Bulletins a year until funds permit an alumni quarterly.

**The Organ Project.** In 1940 the Alumni Association sought a new central project. The officers and the projects committee, after discussing the needs of the College with President LeRoy A. King, recommended to the executive council that the Alumni Association "have as an objective the purchasing of a pipe organ to be installed in the auditorium". The executive council approved the organ project in October 1940 and in December of the same year plans were under way for raising a fund of \$15,000 for this purpose. Alumni Units arranged benefits for the Organ Fund and two All-State Alumni Parties were held. Mrs. Anna Barr Pinkerton was general Chairman and Mrs. Rose Brennan McManus was co-chairman of the All-State Party held at the Hotel Schenley, Pittsburgh, Pennsylvania on May 3, 1941. Mrs. Jean MacIlroy Whitmyre was chairman of the second All-State Party which was held at the college on May 23, 1942 as a part of the Alumni Day program. Vera Simpson served as the first chairman of the Projects Committee and she appointed the following persons to assist her: Mrs. Agnes Douds Bulford, Mrs. Adelaide Ramsay Clarke, Mrs. Florence Brewer Slep, Robert Carson, Mrs. Betty McMeans Kunkle, and Mrs. Ruelba Lewis Steele. Samuel K. Cunningham, Mrs. Anna Shaffer Maurer, Mrs. Eula Shuster Menoher, and Mrs. Sally Bevan Johnson were later added to the committee and presidents of the association became members of the projects committee by virtue of their office. Mrs. Rose McManus accepted the chairmanship of the Projects Committee in 1944 when Miss Simpson took a position in California and she served in this capacity until the organ project was completed. World War II interfered with the purchase of the organ, in the interim the Alumni Association contributed about \$3,200 toward refurnishing and redecorating East Parlor as a memorial in honor of those who served in World War II. Early in 1948 critical materials were released by the government and this made possible the purchase of the organ. After careful study of costs, specifications, and conferences with Dr. Marshall Bidwell, outstanding organist of Pittsburgh, Pennsylvania, who served as a consultant on the organ project, the committee awarded the contract to Moller Incorporated of Hagerstown, Maryland. Prices had increased since the original estimate on cost had been given and it was necessary to raise additional funds, but the basic organ was finally installed in Fisher Auditorium, paid for, presented to the College, and dedicated in May 1949, at a cost to the Alumni Association of \$25,371.07. This was in addition to the material and the many hours of labor furnished by the college.

The organ, as it stands today, is a fine basic organ containing 23 stops and space is provided for the 19 additional stops. These stops will be added, as soon as the funds are available.

**Life Memberships.** A Life Membership Plan was approved by the General Alumni Association at the May 1949 meeting. Briefly the Life Membership Plan and the privileges of life members are as follows:

Assessment for those graduating between the years

1940 and 1950 —	\$40.00
1930 and 1939 —	35.00
1920 and 1929 —	30.00
1910 and 1919 —	25.00
1909 or before —	20.00

Life members shall receive all Alumni publications without cost. Alumni units shall honor Life Memberships but each unit may decide on local unit dues for life members. Life Membership fees shall become a part of the General Alumni Fund.

**Seventy-Fifth Anniversary Fund.** The current Alumni project is the establishment of a seventy-fifth anniversary fund; the chairman, Mrs. Sally Bevan Johnson. The fund will be used to finance two issues of an alumni bulletin this year, to equip an alumni office and to provide one or more suitable anniversary gifts for the college. The first Alumni bulletin was published in December 1949 and this—The History of the College—is the second.

**Officers of Association.** It is perhaps interesting to note the names of the persons who have served in official capacity since the reorganization of the Alumni Association in 1933.

### Presidents

Vera Simpson	Mrs. Betty McMeans Kunkle
Mrs. Agnes Douds Bulford	Angie Marshall
Mrs. Adelaide Ramsay Clarke	Mrs. Sally Bevan Johnson
Mrs. Florence Brewer Slep	Mrs. Flossie Wagner Sanford
Mrs. Rose Brennan McManus	

### Vice Presidents

Judge Charles E. Whitten	Mrs. Mary Johnston Lintner
Mrs. Rhea Keinman Steinburg	Angie Marshall
Mrs. Alice Finley Lindsay	Mrs. Ruth Hamilton McCartney
Mrs. Jean MacIlroy Whitmyre	Rev. Percy Miller
Mrs. Louise Langham Maloney	Dr. Arthur Stull



### Secretaries

Ethel Waddell	Mrs. Betty McMeans Kunkle
Clarice Grumbling	Mrs. Angeline Dublino Cestello
Mrs. Elizabeth Benney Rodgers	Mae Brown
Helen Brennan	Nelle Maxwell
Mrs. Lenore Garver Gates	George West

### Parliamentarians

Mrs. Agnes Douds Bulford	Bernard McCormick
Mrs. Angeline Dublino Cestello	

Mary L. Esch has served as treasurer of the association since the reorganization and also as executive secretary since 1939.

### Positions and Occupations of Graduates.

Indiana's graduates have entered the field of education in practically all types of positions including school superintendents, supervisors, principals, and high school counselors, in addition to teachers in both public and private schools and in colleges. Other graduates have entered the professions including dentistry, law, medicine, the ministry, and pharmacy, while still others have entered the business world as office and government workers, accountants, airplane hostesses, architects, bankers, brokers, chemists, contractors, dairymen, dietitians, engineers, farmers, journalists, librarians, morticians, musicians, nurses, printers, salesmen, insurance and real estate agents, and public transportation workers and officials.

The wide range of positions and occupations of Indiana's graduates is interesting and indicates to some extent the well-rounded educational program available at the college. More graduates have engaged in teaching than in any other type of work and many have used this as a stepping stone to broader education and larger service.

**Oldest Living Graduates.** The oldest living graduates are two members of the Class of 1879, Samuel M. Davis of Santa Ana, California, and Mrs. Margaret Woods Heath of Baldwin Park, California.

# THE FUTURE OF INDIANA

Willis E. Pratt, President

**Purpose.** From its beginning the Indiana Normal School and later the College has had as its prime function the preparation of teachers for the public schools of the Commonwealth of Pennsylvania. From time to time it has been suggested that the character of this and similar institutions be changed to that of community colleges for the youth of surrounding areas. While Indiana has served such a function, its primary purpose has been and should be primarily that of a professional teacher education institution.

**Curriculum.** There is a growing trend for teacher education institutions to re-study their curricula toward a re-emphasis of a broad general background for all the students enrolled. The emphasis placed upon methodology during the past several decades is shifting now to one which attaches more importance to general education for all students in the natural sciences, the social sciences, and the humanities. The college of the future will probably assume increasing responsibility not only for the intellectual development of its students but for their personal, social and physical growth and development as well. While achievement in intellectual pursuits is not to be minimized, this will not be the sole responsibility of the college.

Such a philosophy will exert a profound influence on the kind of instruction which takes place in the classroom. Instructors must not only be well prepared in the narrow fields of their specialization but must be able to guide youth in all of their manifold problems. Instruction becomes more than merely imparting information but instead helps students learn not only the heritage of the past but ways to the solution of problems of the present and the future. Instructional materials will encompass far more than a classroom textbook and library reference books. In addition it will provide for audio-visual aids of every type and description, for the travel of students to primary sources of information, and for experimentation on a much broader scale. The teaching load of instructors will need to be lightened if they are to have the time for personal guidance which such a program, contemplates. Less emphasis will need to be placed upon learning as the accumulation of facts and information, as measured by artificial grades, and more upon the whole development of the student both as an individual and as a future teacher for American youth. Indiana is moving in this direction and there is every reason to believe that the high scholastic standing which she has always had, can be maintained even while the horizons of new responsibilities are materially broadened. While

library staff and equipment are fairly adequate, increased support needs to be obtained for the purchase of books and periodicals.

With the increasing trend toward five years of preparation for teaching, a program for the granting of the master's degree in education should materialize within the next few years.

**Administration.** Few institutions of higher learning enjoy today the academic freedom which is evidenced at Indiana. This attitude comes from a long tradition at Indiana that this is an institution of higher learning which must be free to educate effectively for American democracy.

The administration of the college itself moves steadily forward toward a more democratic type of organization. While powers are delegated to the president of the college by the Board of Trustees, students and faculty find increasingly a place in the administration of their own affairs. Most of the committees of the college have representation of both faculty and students. A student council is gaining strength in the determination of rules and regulations of student life. Student representatives participate in the administration of regulations affecting the social life of the student body. More faculty representation in the affairs of the college should be provided in the future.

**Student Welfare.** At one time, little importance was attached to the non-class activities of college students. While training in the amenities was considered, the social life of students was largely secondary in importance. The college of the future will consider this aspect of student development as important as all other phases of his preparation for adult life. Student publications are becoming increasingly a media for expression of student opinion and student preparation for democratic living. The number of fraternities, which have played a part in the lives of relatively few students, is being increased. Heretofore the number has been so limited that they became in fact an exclusive group. Since their abolition would be difficult if not inadvisable, it appears better that their number be increased in order that all students who wish may participate.

As a state institution little has been done in the past to help worthy students through scholarships and through student aid. The beginning of such a program was made by the Alumni Association through the establishment of the Jane E. Leonard Loan Fund. This fund, which now has on deposit approximately \$23,000, has assisted many students in completing their college work. The recently acquired scholarship fund of more than \$100,000 established by the late Mrs. Corinne M. Wahr, will provide scholarships for as many as forty students annually when it is in full operation. The

establishment of an office of Student Aid should assist many students in the future to help pay their own expenses in obtaining a college education.

Increased emphasis is anticipated in the area of guidance and student personnel. While the college at present has a rather comprehensive program of student testing, guidance and advisory services, the coordination of these services is planned as a future development.

While varsity athletics will continue to play their part in the life of Indiana students, increased emphasis will continue to be placed in the future on the participation of all students in some type of physical activity. The scope of the physical activity program is being enlarged to include swimming, track, tennis, golf, archery, soccer and other sports and intra-mural programs are enlisting more and more students.

**College Plant.** A more comprehensive program of the college requires not only changes in organization and in emphases but in the college plant as well. Fortunately, the recently-enacted building program under the General State Authority by the Commonwealth provides an opportunity to supply some of these needs. A future campus plan provides for the eventual construction of two men's dormitories, an administration building, a building to house the departments of Music and Art, a Science building, a new classroom building and library. At the present this program provides for the renovation of the college kitchens and other needed repairs in John Sutton Hall as well as a new men's dormitory to house 218 men, a building whose cost will be \$750,000. Not only does this building provide housing for men students but for recreational rooms for all men students as well as facilities for co-educational recreational programs. There is a growing trend for Indiana to become an institution where men students will equal the number of women students. With the trend toward the entrance of more men into the teaching profession, the need for more facilities for men students is not likely to be reversed in the future.

Indiana has always been an institution of high standards and these we expect to have maintained. In doing so, we trust that it will be possible to witness the growth of our program and our facilities which will provide increasingly for the maintenance of these standards as well as for an effective program for the development of Indiana students, personally, socially, physically, and emotionally as well.



# ENROLLMENT OF FULL TIME STUDENTS 1875 TO 1950

Mary L. Esch, Registrar

(Number of different students enrolled from September to June)

YEAR	TOTAL	YEAR	TOTAL	YEAR	TOTAL
1874-75	225	1892-93	554	1909-10	1141
1875-76	304	1893-94	659	1910-11	1140
1876-77	304			1911-12	1202
1877-78	483	1894-95	893	1912-13	1283
1878-79	305	1895-96	649	1913-14	1075
1879-80	375	1896-97	649		
1880-81	392	1897-98	700	1914-15	1247
1881-82	422	1898-99	757	1915-16	1271
1882-83	436	1899-1900	735	1916-17	1246
1883-84	386	1900-01	759	1917-18	1050
1884-85	412	1901-02	824	1918-19	893
1885-86	385	1902-03	876	1919-20	1016
1886-87	458	1903-04	905	1920-21	812
1887-88	472	1904-05	876	1921-22	786
1888-89	413	1905-06	888	1922-23	905
1889-90	475	1906-07	774	1923-24	974
1890-91	514	1907-08	849	1924-25	1055
1891-92	663	1908-09	1008	1925-26	1150

CURRICULA	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
	1926-27			1927-28			1928-29		
Elementary	1	909	910	4	923	927	13	899	912
Secondary	63	63	126	73	61	134	100	68	168
Art	2	13	15	1	22	23	4	35	39
Business	41	88	129	38	92	130	45	74	119
Home Economics	0	31	31	0	60	60	0	85	85
Music	6	56	62	18	64	82	24	77	101
TOTAL	113	1160	1273	134	1222	1356	186	1238	1424
	1929-30			1930-31			1931-32		
Elementary	17	869	886	36	811	847	45	690	735
Secondary	135	114	249	150	133	283	162	146	308
Art	6	42	48	14	39	53	13	48	61
Business	54	98	152	62	123	185	71	144	215
Home Economics	0	100	100	0	103	103	0	110	110
Music	24	95	119	22	73	95	21	67	88
TOTAL	236	1318	1554	284	1282	1566	312	1205	1517

# ALUMNI BULLETIN

CURRICULA	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN	TOTAL
1932-33			1933-34			1934-35			
Elementary	71	553	624	51	476	527	40	513	553
Secondary	136	142	278	152	143	295	154	113	267
Art	14	46	60	11	47	58	7	49	56
Business	70	155	225	73	136	209	82	147	229
Home Economics	0	113	113	0	107	107	0	105	105
Music	25	56	81	21	56	77	25	50	75
TOTAL	316	1065	1381	308	965	1273	308	977	1285
1935-36			1936-37			1937-38			
Elementary	68	524	592	64	509	573	34	359	393
Secondary	163	111	274	151	97	248	141	88	229
Art	5	47	52	8	49	57	10	48	58
Business	98	155	253	111	171	282	131	171	302
Home Economics	0	102	102	0	104	104	0	126	126
Music	36	51	87	39	54	93	41	66	107
TOTAL	370	990	1360	373	984	1357	357	858	1215
1938-39			1939-40			1940-41			
Elementary	22	317	339	31	331	362	28	284	312
Secondary	166	82	248	156	79	235	135	85	220
Art	13	54	67	20	59	79	21	55	76
Business	171	226	397	169	222	391	149	236	385
Home Economics	0	179	179	2	237	239	2	302	304
Music	53	71	124	71	63	134	73	78	151
TOTAL	425	929	1354	449	991	1440	408	1040	1448
1941-42			1942-43			1943-44			
Elementary	11	258	269	4	233	237	0	172	172
Secondary	125	84	209	109	142	251	15	104	119
Art	21	54	75	14	43	57	5	45	50
Business	112	192	304	87	188	275	14	145	159
Home Economics	3	284	287	0	246	246	0	189	189
Music	66	71	137	59	80	139	8	85	93
TOTAL	338	943	1281	273	932	1205	42	740	782
1944-45			1945-46			1946-47			
Elementary	0	139	139	6	154	160	5	158	163
Secondary	23	107	130	82	241	323	299	155	454
Art	4	46	50	20	48	68	37	58	95
Business	6	130	136	65	147	212	195	158	353
Home Economics	0	171	171	2	190	192	4	184	188
Music	16	91	107	58	103	161	80	80	160
TOTAL	49	684	733	233	883	1116	620	793	1413
1947-48			1948-49			1949-50			
Elementary	5	191	196	12	198	210	30	267	297
Secondary	362	166	528	378	165	543	378	130	508
Art	37	56	93	43	58	101	50	67	117
Business	193	145	338	194	143	337	184	131	315
Home Economics	6	200	206	2	195	197	2	190	192
Music	88	83	171	92	99	191	117	104	221
TOTAL	691	841	1532	721	858	1579	761	889	1650

## NUMBER OF GRADUATES BY CLASSES

Mary L. Esch, Registrar

CLASS	MEN	WOMEN	TOTAL	CLASS	MEN	WOMEN	TOTAL
1876	4	0	4	1913	46	290	336
1877	2	5	7	1914	15	180	195
1878	7	1	8	1915	23	242	265
1879	9	10	19	1916	31	262	293
1880	12	5	17	1917	19	258	277
1881	10	8	18	1918	14	315	329
1882	14	21	35	1919	7	185	192
1883	3	21	24	1920	7	120	127
1884	6	18	24	1921	5	222	227
1885	14	36	50	1922	8	252	260
1886	6	46	52	1923	4	189	193
1887	16	40	56	1924	5	303	308
1888	15	51	66	1925	11	392	403
1889	13	30	43	1926	16	432	448
1890	10	35	45	1927	18	449	467
1891	9	37	46	1928	19	467	486
1892	7	45	52	1929	23	519	542
1893	11	40	51	1930	36	481	517
1894	7	57	64	1931	47	413	460
1895	8	65	73	1932	68	446	514
1896	15	57	72	1933	65	364	429
1897	11	61	72	1934	73	296	369
1898	25	60	85	1935	83	218	301
1899	25	76	101	1936	52	151	203
1900	16	56	72	1937	58	145	203
1901	16	82	98	1938	55	142	197
1902	21	72	93	1939	57	153	210
1903	2	27	29	1940	96	177	273
1904	6	52	58	1941	75	230	305
1905	13	80	93	1942	77	249	326
1906	1	40	41	1943	49	236	285
1907	7	50	57	1944	14	242	256
1908	8	70	78	1945	9	178	187
1909	17	82	99	1946	22	196	218
1910	13	143	156	1947	63	149	212
1911	21	163	184	1948	64	153	217
1912	18	218	236	1949	147	189	336
				1899	11845	13744	







# INDIANA

## 1875



## 1950

# 75<sup>th</sup> Anniversary



# Alumni News Bulletin

STATE TEACHERS COLLEGE, INDIANA, PENNSYLVANIA

December 1950

